

THE NATURE AND SCOPE OF THE NEWS RELATIVE TO THE PUBLIC  
IN BREVARD COUNTY, FLORIDA, AS CONTAINED  
IN A SELECTED NEWSPAPER

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A Thesis  
Presented to  
the Faculty of the Graduate School  
Appalachian State Teachers College

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In Partial Fulfillment  
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Master of Arts in Education

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by  
Edward Cardon  
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1959

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for most helpful cooperation and for providing important materials and information for the production of this report.

Parenthetically, the interest of this investigator in this study stems partly from his teaching in Brevard County the past two years, assisting with school publicity under the direction of his principals, and being faculty sponsor of the student newspapers. Another factor has been a background of many years of news and radio writing and public relations work in private industry and government.

E. C.

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## CHAPTER I

### INTRODUCTION

The public plays a most important role in the operation and success of the public school program. There is virtually universal agreement that school and parents and community must cooperate; that the schools and school administration should inform the people of their objectives, needs, and accomplishments adequately and interestingly, and keep the community of interest active and wholesome.

Through bulletins, meetings, newspaper publicity, speeches before civic associations and other groups, the radio and even television, besides the natural and ubiquitous word-of-mouth communication between students and parents, school personnel and the general public, and citizen to citizen, the interest in and emphasis upon educational matters may be kept in the fore.

More and more is the teaching profession exhorted to work for public awareness and interest in the dynamic problems of education. In many cases articulate criticism of the way this is undertaken (or of the lack of undertaking) has been expressed in recent years in magazine articles, in books, oral comment, and even in dissertations or masters' theses as a result of research on the status of public relations in the public schools. Some of these reports will

be reviewed later in this treatise.

A premise in this study is that, at least on a basis of research undertaken, a reasonably effective and adequate effort in informing and deriving substantial interest and support from the public can best be accomplished through the medium of the public service-minded newspaper. The premise holds further that the newspaper is the vehicle whereby more people can be reached effectually than by any other means.

Though Brevard County, Florida, the area about which this study has been made, is characterized by unusual conditions, geographically, population-wise, and in the nature of the activities that dominate it, the phases that relate to education may well apply to any normal situation affecting public schools and the community anywhere.

## I. THE PROBLEM

The purpose of this study was to determine, first, the nature of the news in a selected, widely-circulated newspaper about the Brevard County, Florida, school system and its individual schools; and collaterally, the extent of such news and picture space as distributed by main categories, such as curriculum, transportation, personnel, and others; also, the amount of space devoted to the individual schools.

Secondly, the survey was designed to develop the story of education in the county during the year 1958,



detailing in more or less sketchy fashion the main trends and happenings as delineated in the newspapers. From some of the facts gathered, perhaps it could be shown in some measure how dissemination of information through the press may have been a strong and effective influence in obtaining support for a successful  $4\frac{1}{2}$  million dollar bond issue, as well as in other ways.

## II. DESCRIPTION OF THE LOCALE AND SPECIAL CONDITIONS INCIDENT TO THIS STUDY

Brevard is a long and narrow county, about midway on the east coast of Florida, about eighty miles in length, and less than fifteen miles at its widest point. The mainland is separated from two fair sized islands, North Merritt and South Merritt, by the wide Indian River, which continues perhaps another fifty miles, separating a narrow beach area from the mainland. On the other side of the islands is the rather short but wide Banana River, which merges with the Indian River at the southernmost part of Merritt Island. Due east of this larger island is a wide stretch of coastal area running several miles and a promontory extending into the Atlantic Ocean, well known as Cape Canaveral. On the mainland the soil, except for some extensive swampy and scrubby areas, is generally good and rich, while the islands and the stretch of coastal land are mostly sandy. The

terrain, except for a few places here and there, is flat.

Population until the last two or three years has been concentrated in three areas along the Indian River, respectively identified as North, Central, and South Brevard, but the boundaries of these areas have become diffused as contiguous areas have become settled more and more, so that the former stretches of marginal citrus or of vacant land have tended to disappear in favor of home and business sites. Now, the eastern portion of the county, including South Merritt Island and the beach area, especially in the central and southern parts of the county, has developed a local character of its own, growing more rapidly and substantially than the older sections, with thousands of new homes, large shopping centers, and recreational facilities sprouting up in truly amazing fashion.

In the north, Titusville, the county seat, is the urban center. Cocoa and Rockledge, the latter more a suburb, are likewise in Central Brevard, while in the southern section Melbourne and Eau Gallie share a metropolitan character.

The facts cited above have implications with regard to education, for geographic, population conditions and local interests have been having a bearing on educational happenings with regard to school bus transportation, location of school sites, needs and demands of various kinds. Another



factor referred to earlier, the development of a fourth center of population somewhat widespread and not yet unified, has contributed manifold difficulties which have been and are being favorably resolved. These will be discussed in the main body of this paper.

### III. IMPACT OF THE MISSILE BASE: THE OLD AND THE NEW BREVARD; THE FUTURE OUTLOOK

The advent and development of the vital and vast missile development complex by our government in the early 1950's in what was, from the impression gained by this investigator in his familiarity with the area over a period of fifteen years, a former desolate, scrub and jungle ridden, almost inaccessible and wild section of the county, has brought about a profound change in the social, economic, and physical conditions of the region.

Less than a decade ago, many of its citizens now concede (although perhaps they would have been more reserved or reluctant to do so in the past) that Brevard County might have been characterized as being lackadaisical, mildly progressive, but slow in growth, simple in its institutions and its government, and homely in its ways. The people in the main were content with things as they were. The county was hardly outstanding in any respect except perhaps in the renown for Indian River citrus, a reputation well-shared by its

neighbor to the south, Indian River County. Besides citrus, there was (and still is) some farming, cattle raising, small boat manufacturing, tourism, moderate, but not most modern, trading facilities, and a fair amount of commercial fishing. Wild animals and snakes were known to have abounded in swamp and wooded areas. Economic activity was greatest in the fall and winter seasons, with a sharp let-down in the late spring and summer.

The now famous and scientifically and militarily consequential Cape Canaveral missile base installation, with its associated scientific research centers operated by many of America's largest industries and foundations and the supporting and directing unit at Patrick Air Force Base, has been the major factor in the dynamic, phenomenal growth and the changed character of the surrounding communities in Brevard County. Figures released by the Florida Light and Power Company in late 1957, based on meter connections, indicated that about 50,000 persons, over half the estimated county total, lived in the lower third of the county, with hundreds and sometimes thousands of new settlers arriving weekly. Of course some families and individuals leave each week too, but the impact of the ever-growing population has brought a plethora of new problems and has aggravated the old ones relative to housing, health, transportation, crowding, services of various kinds, high costs of living, occasional



shortages and sometimes over-supply of workers, crime, welfare, but especially public education.

As large national industries won contract bids or were called upon by the government to participate in the research and production programs involving billions of dollars, they generally made certain inquiries and stipulations. Before these companies were willing to establish themselves in the area, entailing mass movements of workers, they demanded reasonable assurances about the providing of certain basic needs for those making such an important move to new domicile in somewhat undeveloped sections. Many of these families were to be uprooted from comfortable homes, from friends and relatives, from distant parts of the nation, and from foreign countries. Not only housing and utilities, but shopping, recreation, transportation, medical facilities, cultural advantages, and in particular adequate public schooling had to be available.

Therefore, especially in the past five years, have the school authorities and the tax-deciding local governments been under pressure, often harassment. They have surveyed and studied and worked and made contacts successfully in the main, with results that are considered to have been outstanding in coping with the conditions faced and in providing as far as possible adequate and effective provisions for education of distinction and quality. This statement is

made on the basis of the abundance of favorable expressions publicly expressed by the State Department of Education administrators, visiting educators, and in official and unofficial reports.

In this report will be a picture of the education story in Brevard during 1958 as culled from the leading and most read newspaper in the county. Significant figures related to the changes in the school population over the years and other facts will be related in the body of the text.

Other salient facts about Brevard County growth.

The rapid and significant changes affecting the county have been set forth statistically by many qualified authorities, but the visible signs observed over a period of years also have given as striking an impression as mere numbers. Growing from the official 1950 census figures of 23,000 to an estimated, and perhaps conservative, figure of over 100,000 by May 15, 1959, reflects an increase of 344 per cent and five times the rate of the growth of the state as a whole.

The county's health officer estimated in a yearly news statement<sup>1</sup> at the beginning of 1959 that Brevard then had 114,500 citizens, of whom 3000 were born in the county during 1958. He quoted a report which listed the population as of July 1, 1957, as 87,380, indicating an increase

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<sup>1</sup>Orlando Sentinel news story, January 2, 1959, page 1.



of more than 27,000 persons in one and one-half years. On July 1, 1958, the health department estimate was 105,890. The operation analysis office for the Air Force Missile Test Center at Patrick Air Force Base at about the same time gave a population figure for the county as approximately 95,000, but predicted this would rise to 163,080 by 1963. The same office presented statistics that revealed a 1950 county per capita income of \$1,018, which, stimulated by the largest single industry, the Air Force Training Center, has jumped to \$2,290 early in 1959. The 1950 figures, the last officially available, listed per capita income as \$1,915. The personal income for the county in 1950 was listed at \$24 million; in 1956, at \$103,935,000; and by the end of 1957 it had zoomed 558 per cent to \$165,000,000. In far less than ten years of the missile center's operation, retail sales in the county went up 418 per cent from \$16.9 millions to 87 and a half million dollars, while in the state the figures relate an increase in the same period of but 149 per cent. Many figures presented at times by various organizations such as chambers of commerce, banks, and other businesses, even health departments, are not documented and should be recognized as estimates. However, even though not exact, they tend to give a fair picture of existing conditions.<sup>2</sup>

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<sup>2</sup>These figures are taken from the Orlando Sentinel on various dates throughout the first half of 1959.

Summary; the federal government's relationship; more statistics. The origin of the unique and astonishing change and growth of Brevard County is clear; it has been the impact of the missile base activity, its research, production of missile apparatus, and the launching of the rockets, a program that is likely to be permanent in the light of the omnipresent demands of science and also of military exigencies. What the future holds is not clear, but all indications point to continued development, still larger communities with attendant need for competent understanding of the problems ahead, adequate planning and action to make the best of what is and what is to come.

The federal government is, by nature of the conditions, destined to continue to play an important part in decisions and in support of many of the broad needs of the area, particularly in schools and roads. Figures released in the press recently on several occasions and in speeches before civic and community groups by officers with the Community Relations Board of the Air Force Missile Training Center indicate that the Air Force has spent over 600 million dollars at the base since 1950; that its payroll exceeds 10 millions monthly; that from 18,000 to 20,000 persons are employed there, the figures changing from time to time. The estimated county population for 1959 has been given as over 115,000, and it is expected to exceed 162,000 by 1960. The



value of the base installation is rated at well over half a billion dollars. These figures have appeared and again in news releases authorized by government officials.<sup>3</sup>

Other interesting statistics show that the county has advanced from twenty-third place among the 67 in the state to eleventh place. From July 1, 1958, to June 30, 1959, the anticipated expenditures for A. F. M. T. C. was set at almost 306 million dollars, of which almost two-thirds was to be spent in Brevard. The total amount was to include payrolls, new construction, supplies, and services at the missile centers, with the contractors at Patrick Air Force Base and Cape Canaveral and for down-range activities. Continual expansion is going on, and in 1958 alone more than 80 million dollars in construction was completed at the center, while in the first few months of 1959 over 14 million dollars in work had been completed. Many projects are currently in construction at both Patrick Air Force Base and at Cape Canaveral, several miles to the north, and many more are in the planning stage.<sup>4</sup>

It is obvious that the growth and changes have a strong effect on education in the county, for these activities

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<sup>3</sup>News stories in the Orlando Sentinel, Titusville Star-Advocate, Cocoa Tribune, Melbourne Times, released by the Office of Information, A. F. M. T. C., Patrick Air Force Base.

<sup>4</sup>Ibid.

involve tens of thousands of working personnel, a great proportion of these having children of school age. In Chapter IV citing results of this study, certain figures will be given about the schools which will indicate the significant relationship and give a picture of the pressures that have developed as a result of the growth in population and the imperative need to provide adequate and satisfactory schooling.



## CHAPTER II

### A SURVEY OF THE RELATED LITERATURE

A commentary. There is no dearth of literature about the general subject of public school public relations. Customarily, most books and articles dealing with it confine themselves to discussion of its importance, evaluations of public relations as related to the school, home, and community, and the delineation of techniques and media for attaining the most effective results in various types of programs. In this study interest in the over-all problem of good public relations is centered upon aspects dealing with news in the press about the schools and the educational process in a given community.

A unanimity of opinion was found in the many research references examined that had any comment whatever on the press that the newspaper is a most important factor in school public relations. It was found, however, in many instances that the place of the newspaper in dealing with school and community problems was either deflated, overlooked, or glossed over.

A compendium of analyses and evaluations of research studies and expositions on public relations in the Encyclopedia of Educational Research, as compiled and analyzed by

W. W. Theisen, contains allusions to the proposition that the average citizen knows too little about the schools. Bibliographical references on data taken from this secondary source are given herein as they are listed by Theisen in the section on "Public Relations."<sup>1</sup> Mort and Cornell,<sup>2</sup> in 185 out of 249 cases, found the public ignorant of needs and potentialities of its schools. They concluded that an important relationship exists between the "adjustability" of the schools and the efforts to keep the public informed of their activities and accomplishments through such means as newspapers, P. T. A. meetings, programs, displays, etc. In more detailed study of the book by this writer, the following quotation seemed significant:

"One need not take an extreme stand in order to make the interpretation that public opinion often resists good education because the people in the community have not had an opportunity to know what a good educational program is like."<sup>3</sup>

The authors decried the lack of leadership found

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<sup>1</sup>Walter S. Monroe, editor, Encyclopedia of Educational Research (New York: The Macmillan Company, 1950; revised edition), p. 901 et al.

<sup>2</sup>Paul R. Mort and Francis G. Cornell, American Schools in Transition (New York: Teachers College, Columbia University, 1941).

<sup>3</sup>Ibid., p. 301.



among professional people; the paramount interest of school boards, generally, in finance and school plant; and the fact that parents' common source of information about the school was that furnished by their own children or gained through discussion with other parents and other children.<sup>4</sup> It is impressive to this investigator that the function of the newspaper is relegated to a secondary position in the numerous recommendations.<sup>5</sup> Numerous agencies, types of activities such as committee work, discussions, meetings, and reports are mentioned, with the word "publicity" mentioned only in passing.

Running counter to the just mentioned inferences is a well-detailed study by Brown<sup>6</sup> that has a similarity to that of this writer in the matter of conditions in the area of the study, the purpose, much of the method, observations noted in the related reading (although most references are not the same), and in the findings and conclusions. Like Brevard County, the Canadian northland has had manifest a surging growth due to discoveries of enormous gas and oil deposits, along with expanding industry and a strong farm economy, with thousands upon thousands of new settlers from

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<sup>4</sup>Ibid., p. 297.

<sup>5</sup>Ibid., p. 395.

<sup>6</sup>Marjory Frances Brown, "A Study of the Public School Publicity in Selected Newspapers of Southern Alberta during 1955" (unpublished Master's thesis, University of Washington, Seattle, 1956).

Europe, the United States, and Eastern Canada. While the population statistics are extraordinary, with a gain of almost 150,000 in about ten years, the schools have grown correspondingly, the population influx and the increasing birth rate straining their facilities to the utmost. The number of schools built from 1945 to 1956 almost equaled the number built from 1900 to 1945, totaling 98 in 1956.

Growth and complexity of school philosophy and operation have resulted in strong differences of opinion with regard to amount and kind of support the schools have needed and would obtain, also with the curricular programs. The study was therefore made to develop information that would prove helpful in guiding educators, newsmen, and the public toward mutual understandings. The sources were seven daily and five weekly newspapers, the latter quite small, in south-central Alberta, Canada, and a series of printed questionnaires to parents, superintendents, and newspaper editors to ascertain the type of material they preferred disseminated through the press in school publicity. The results were given in considerable detail, with the amount and kind of news carried in each newspaper, an analysis and description of the kind of news, first page stories, and the distribution of the publicity by months, much of which is similar to the kinds of information developed in this writer's exposition. But there were some differences in results and conclusions



which will be discussed later.

In response to Brown's questionnaire, twelve superintendents' opinions of most desired publicity listed pupil progress and achievements as first, followed by work of teachers and administrators, officers, methods of instruction and curriculum, sports, extracurricular activities, buildings, and finance, in that order.<sup>7</sup> Two items led in their rating of the most important school issues publicized during 1955: namely, the need for federal and provincial aid in financing education, and present-day standards in the reading skills.<sup>8</sup> Most felt attitudes of the press manifest in the news carried a critical slant,<sup>9</sup> and opinion was evenly divided on whether the school program explanations in newspapers were useful or not. They offered "constructive" suggestions for developing a better press by both newsmen and administrators and teachers.<sup>10</sup> Editors favored news virtually the opposite to the administrators' preferences, with sports, social and extracurricular activities, curriculum, and methods of instruction following in that order, with school building and finance last. Their most important school issues written about the schools in 1955 were exactly the same in the first two items and differed but little in

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<sup>7</sup>Ibid., p. 80.

<sup>8</sup>Ibid., p. 81.

<sup>9</sup>Ibid., p. 82.

<sup>10</sup>Ibid., p. 83.

order of listing on the others. The editors indicated school news should be handled by students, as newspapers do not create the news, and that lack of knowledge about the schools and their problems by news editors and the public is due to the schools missing their responsibilities in providing the information. By many, editorials were not considered vital or much to be used. Others said that aims of educational systems are often extremely obscure. That there was some alarm on the part of the public and hence emotional manifestations was attributed by some editors to the feeling that modern teaching methods are producing an "inferior end product to the old fashioned system."<sup>11</sup>

From the 446 opinions returned by parents in Calgary, Alberta, in which the daily newspapers examined were published, it was found that about one-third read the newspapers regularly; more than half sometimes read the school news; and about one-fourth never did. Preference of phases of the school program for more newspaper publicity was listed in descending order as follows: methods of instruction, curriculum, pupil progress, work of teachers and administrators, home and school associations, sports and athletics, extra-curricular activities, school building and finance;<sup>12</sup> other

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<sup>11</sup>Ibid., pp. 86-91.

<sup>12</sup>Ibid., pp. 66-77.



opinions varied widely.

Brown<sup>13</sup> found the average amount of school news published was about four per cent of the total newspaper content and that the weekly papers devoted a considerably greater proportion of space than the two dailies reviewed, but the total coverage in the daily press by far exceeded the combined totals of the five others. October, June, and November were the peak months in publicity, the first two with almost five times as much as the other summer months, while January and February were lowest. The Calgary Herald with 7,206 column inches and the Calgary Albertan with 4,927, both dailies, contrasted significantly with the coverage of the weekly papers, whose top coverage was 4,927 for one, with the lowest publicity amounting to only 395 column inches.<sup>14</sup>

School news was divided into the following categories, listed with total number of inches: athletics, 2,821; social and extracurricular activities, 2,185; curriculum and methods of instruction, 2,134; teachers and administrative officers, 1,127; school building and finance, 1,347; home and school associations, 1,540; pupil progress and achievement, 1,259; miscellaneous, 3,249; editorials,

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<sup>13</sup>Ibid., pp. 18-26.

<sup>14</sup>Ibid., p. 27.

712; and letters to the editor, 456 column inches.<sup>15</sup>

The first two categories preferred by editors in school publicity were the ones that had the most space coverage, and these were liked the least by parents. Curriculum and methods of instruction held a third place, calling to mind B. M. Farley's studies in 1929 which found that although school patrons rated methods of instruction second in importance, this topic ranked tenth in number of column inches devoted to it.<sup>16</sup> Several recommendations by Brown concluded her report. Among them were the importance of having parental desires considered as of paramount importance in presenting school news; the application of more space to it, especially in daily papers; planning school publicity on a yearly basis to maintain a steady flow of news from month to month; placing more emphasis upon the curriculum and methods of instruction and less upon sports and other extracurricular activities; a closer liason and understanding between school officials and news editors, and the combining of their efforts to gain more federal and provincial aid for the schools; the allocating of more prominence and space to other areas of school news by the

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<sup>15</sup>Ibid.

<sup>16</sup>Ibid., p. 95, citing Ward G. Reeder, An Introduction to Public School Relations (New York: The Macmillan Company, 1953), p. 54.



weekly papers than home and school activities. Finally, as so universally prescribed by authorities in the school public relations area, was the proposal that educators should do their utmost to provide the public with important information about their schools and particularly about their curricula and methods.<sup>17</sup>

Pitt,<sup>18</sup> in a study of the relationship between a Negro elementary school and its community in a rural section of North Carolina, giving in detail the socio-economic background, the existing educational problems, and presenting suggestions for improvement, concluded that many parents were not well informed about the schools and that this affected satisfaction with the schools on the part of parents, teachers, and pupils alike. The role of the principal as well as that of the teacher in public school public relations was defined, indicating both should have close ties with parents and the community, besides the natural close relationship with pupils, who were designated as "the heart" of the school-community public relations program.<sup>19</sup> Pitt

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<sup>17</sup>Brown, op. cit., pp. 101-102.

<sup>18</sup>Richard H. Pitt, "A Study of the School and Community Relations of the Providence Elementary School with Suggestions for Improvement" (unpublished Master's thesis, North Carolina College, Durham, 1956).

<sup>19</sup>Ibid., p. 61.



referred to public relations communications media used in other communities such as Portland, Oregon; Ames, Iowa; and Minneapolis, in which techniques other than that of newspaper use were described in much detail, particularly radio and bulletins. In passing, though, use of newspapers was included in the list.

Pitt also referred to various widely distributed handbooks. Even in those mentioned that were examined by this writer there was no amplification or characterization of news publicity as an important means of disseminating information or of influencing participation and support in school matters, but there was rather, in this writer's opinion, an implication, through the omissions or slight references, that the newspaper is a medium of minor significance.

The only mention of the press with regard to the schools and the Edgecombe County community, in which the Negro school population and the colored elementary schools by far exceed that of the whites, was as follows: "All of the school news of importance was carried by the local daily press."<sup>20</sup> Pitt stated, however, that there was little organized or other support from the P. T. A., local citizenry, or the surrounding communities toward the solving of school problems. Most of the people in the area were

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<sup>20</sup>Ibid., p. 141.

described as "poorly educated farmers with no profound interest in the welfare of their children and the improvement of the school and its program."<sup>21</sup>

A distinction between the terms "public relations" and "publicity" was made by Bowes<sup>22</sup> in a questionnaire study of the school-community relations attitudes and activities of 101 village school superintendents in New York state, and the author of the dissertation emphasized in detail their treatment of a variety of problems from the viewpoint of public relations techniques and programs, rather than presentation of information as such. However, in a substantial discussion of the use of the press by the various superintendents<sup>23</sup> their widely divergent responses reflected a range from a considerable to a negligent use of newspapers in their programs. Asked how effective school news releases had been, seventy-five, or three-fourths, admitted use of the press for disseminating information: twenty-four asserted high effectiveness resulted; forty-six, fair effectiveness; and five, poor results. One superintendent, whose system

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<sup>21</sup>Ibid.

<sup>22</sup>Elmer G. Bowes, "A Study of the Public Relations Program of the 101 Village Superintendents of New York State" (unpublished Doctoral dissertation, Teachers College, Columbia University, New York, 1955).

<sup>23</sup>Ibid., pp. 50-55.



was located in a suburb of a large city, enthusiastically claimed that his schools had received "a million dollars worth of publicity" with the featuring of their activities in prose and pictures, particularly in the Sunday edition of a city newspaper.

The reaction of several other superintendents contrasted negatively, some holding disdain for the press and claiming that their schools had been hurt by unfavorable or biased publicity. Editors contacted justified their news and editorial treatment of issues involved and asserted that administrators wanted all news about their schools slanted only favorably and did not devote their or staff members' time and effort to discussing fairly all school issue of interest to the public on an objective basis. Consequently, stories appeared that did not coincide with the viewpoints or desires of the administration. Several incidents were mentioned with further reference to this, but most superintendents relied heavily on the local press for imparting information about the schools and mentioned their respective procedures, some encouraging reporters to come to them for news, others having school personnel or students handle the preparation and distribution of the school news to the press. The size of the school establishment on occasions determined the method and scope of publicity. In some communities opposing factions and political and business



considerations had much to do with the type and amount of news published. In at least one case, because of differences between the news editor and the school superintendent, the latter claiming that adequate informational coverage was accomplished otherwise with the distribution of handbooks, leaflets, brochures, newsletters, and flyers to the home and with copies of the budget mailed to all taxpayers, the use of the press was minimized.

Bowes' report indicated that most of the school systems covered in his survey seemed to be making a real effort to disseminate information about school affairs, but the newspaper medium was only one among such means as letters, radio, citizens' committees, P. T. A. groups, bulletins from the Board of Education office, announcements at club meetings, and others. School publications also were mentioned as a factor in public relations activities. Interestingly enough, some superintendents claimed their best public relations were their "good school programs" or "an excellent classroom job." It was apparent too from this report that a number of superintendents either were not familiar with generally accepted concepts of good public relations or had unique ideas of their own that Bowes characterized as narrow in outlook. He reviewed many features of and recommendations for adequate and effective public relations resulting from authoritative studies. Then Bowes synthesized these into

guiding principles and a well-detailed and flexible program which stressed professional and lay participation and cooperation, with the pupils and community resources also playing an important role.

A survey that developed from unusual circumstances, and with the purpose of not only obtaining information but helping provide a constructive answer to critical problems facing a school system in California, was undertaken by Barton<sup>24</sup> with rather interesting results. Published grand jury criticism of the school system, based upon a considerable number of complaints about the inadequacy of instruction, general failure of the schools' philosophies and procedures, and other varied expressions of dissatisfaction, led the school superintendent to encourage a study of the situation. A corollary purpose was to develop a program of public relations that might offset the adverse public and private opinion, while, on the other hand, from the instructional and educational philosophy standpoint, constructive efforts could be made to correct conditions that were validly criticized. The survey had nothing to do with the latter purpose. An exhaustive survey of related literature,

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<sup>24</sup>Virginia Grace Barton, "A Study of Public Relations Techniques Used in a Selected Group of Elementary School Districts in Monterey County" (unpublished Master's thesis, San Jose State College, San Jose, California, 1954).

especially with regard to successful principles and techniques in school-community public relations, together with questionnaires and interviews with qualified educational authorities, administrators and their staffs, and boards of trustees, comprised the method of procedure. The study went beyond dealing with the idea of just publicity or "interpretation" in its seeking a panacea, the achieving of "harmony of understanding,"<sup>25</sup> mentioned by the researcher in her introduction. Much effort was spent in developing ways to meet specific criticism of the schools, something which admittedly required some other than the standard and accepted procedures in school public relations. As in other expositions, public relations was described as the activities concerned with giving information to the public about the schools and creating good will for the schools.

Barton's questionnaire,<sup>26</sup> directed to twenty school superintendents, elicited replies that indicated the press was one medium of public relations used, but that it ranked about fifth in importance, with open house, P. T. A. meetings, parent-teacher conferences, and sports programs being applied even more liberally as a means of achieving desired relationships with the public generally and with individuals

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<sup>25</sup>Ibid., p. 12.

<sup>26</sup>Ibid., pp. 14-20.



or groups of patrons of the schools. Analyzing press reports and editorial coverage and judgment of their tone were recommended as a source of ascertaining public opinion, along with election results, indication of public interest and support by attendance at meetings, and other ways.

While it was not the purpose of this writer in his study to present suggestions for effective public relations programs or ideas on their evaluation, as a result of material developed in his research, several references in Barton's exposition<sup>27</sup> seemed worthy and impressive as to merit mention. Defining her study as based on three main areas of thought--namely, (1) the awareness of local school boards for a defined public relations program, (2) the responsibility and the activities of the school staff in such a program, and (3) the possible results of a planned program on school-community relations--, she went on to point out that while there have always been periodic attacks upon public education, the schools' programs later met with public acceptance, and that after World War II a significant and favorable change was seen in the development of better understandings and attitudes by the citizenry in general and parents in particular. Informing the people regarding aims, methods, and achievements of the classroom has been

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<sup>27</sup>Ibid., pp. 42-46.

considered fundamental in this, and she cited the need of a school district to regard its public relations as a two-way process: (1) as a cooperative search for mutual understanding through continuous interpretation of the program, and (2) as effective teamwork between school and community."<sup>28</sup>

In the list of seven basic principles of a public relations program<sup>29</sup> synthesized from an analysis of suggestions from respondents to her comprehensive questionnaire, one of special interest was that of keeping the community informed about the school. Among the media mentioned under the sub-heading were newspaper and radio releases. Others were school newsletters sent home, publications (annual reports, bulletins, pamphlets), public forums and study groups, parent-teacher conferences, notes and school work sent home, and, finally, open house and special programs.

That school board members in Monterey County were providing interest and leadership in meeting problems of criticism was reflected in the statement that there is a growing awareness on their part for keeping the public informed and for soliciting the public's help in accomplishing the school program.<sup>30</sup>

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<sup>28</sup> Ibid., p. 43.

<sup>29</sup> Ibid., p. 47.

<sup>30</sup> Ibid., p. 50.

Quoting another reference regarding the Salinas school district, Barton said: "Widespread school news in local papers has added to the new impetus of school and community sharing information and problems."<sup>31</sup> Here a successful bond issue was approved by an overwhelming majority, she reported.

In the over-all recommendations made in her concluding chapter for maintaining a close relationship between the schools and the people they serve, Barton mentioned the various communicative and informational techniques, and stressed as basic the interest and participation of the lay public in various ways such as in committees, panels, P. T. A. activities, etc. But the role of the teacher was emphasized also as paramount in the successful school-community public relations program.

Concluding her report, Barton quoted an apt statement that was published by the California Association of School Administrators, given below, and another of similar purport which follows it:

In every school system complaints are to be expected concerning some of the practices. Some of these are based upon lack of information or misinformation. Many problems of these types have been cleared up quickly because they have been recognized as sincere concerns and as a result have been explained. However, on the other hand, there are "crackpots," trouble makers and

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<sup>31</sup>Ibid., p. 52.



those who are unfriendly to public education because they do not wish to pay their share of the costs. . . Obviously, there is a limit to the time which can and should be devoted to such cases. In some cases the best way to meet the unfair criticism is to ignore it.<sup>32</sup>

As long as the great majority of the people believe in the public school and its program, sporadic attacks in the press or from pressure groups will not defeat the program or even parts of the program. This conclusion is illustrated by the fact that the schools which have enlightened the public regarding educational developments seldom suffer serious curtailment of program when demands are made for retrenchment.<sup>33</sup>

In discussing school superintendents and their public relations activities, it would be well here to quote Brevard County Superintendent of Public Instruction Woodrow J. Darden from the introduction to a handbook entitled Public Information Program, distributed in 1958 by the Brevard County Board of Public Instruction to key personnel in the school system, principals, and coordinators of publicity and information in each school. The passage reads:

A public information program for the Brevard County Public School system requires a definite and a continuous effort if we are to keep the citizens informed about their schools.

We believe that our administrative policies and our educational programs should be contingent upon the will of the people. Therefore, it is imperative that

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<sup>32</sup>Ibid., p. 53, citing "The People and the Schools of California," California Association of School Administrators (Pasadena, California: Publication Press, 1950), p. 44.

<sup>33</sup>Ibid., p. 53, citing Paul B. Jacobsen and William C. Reavis, Duties of School Principals (New York: Prentice Hall, Inc., 1941).

we keep all channels of communication open in order that we may know how our efforts are being received by the citizens.

The average citizen knows comparatively little about the complexities of a modern school system. He has vague knowledge about the number of children to be educated, the number of teachers required, the number of classrooms necessary, the refinements in the total instructional program, and countless other facets of the over-all school program.

I am proud to say that the Brevard County School System has made and will continue to make every effort to keep our citizens informed. It is my belief that this guidebook will assist all of us to serve further this worthy cause of Public Information.<sup>34</sup>

In a statement to each committee member, Gene Sturchio, personnel director and public information chairman, said in part in the handbook:

Public information is a conviction, a philosophy. It is a belief that our schools belong to the public and that we are doing all we can to keep them posted.

Without a belief on our part that the public has the right and responsibility to evaluate our schools, and therefore is entitled to all the facts, everything that we may do or say in the name of Public Information is pure hypocrisy.

All of us working together have the responsibility for developing a Public Information Program which will enable us to have an Informed Public--one which has a reasonably accurate picture of the aims and methods of our modern, efficient school system in Brevard County.<sup>35</sup>

Some further selected statements in the handbook may

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<sup>34</sup>Public Information Program (Titusville, Florida: Brevard County Board of Public Instruction, 1958), p. 1, quoting the introduction by Woodrow J. Darden, Superintendent.

<sup>35</sup>Ibid., p. 2.



be pertinent and informative:

What is news? News is the record, written or on the air, of something of interest which has happened after the last previous edition of the paper or broadcast or telecast. It may also be a notice of an event which is scheduled to take place in the future.

News is not just something which you want people to read or hear. It must be something that somebody else wants to learn about . . . and the more people who want to do so, the better the news story is.<sup>36</sup>

The text follows, using such topical headings as "Can We Make News?" "What Are an Editor's Criteria?" "What About Pictures?" and other subjects such as Principals' approval for school news, suggestions and subject ideas for news, and finally a comprehensive list of news release sources and personalities to contact, not only locally, but also in the county and nearby areas and in the state. Included are newspapers, radio and television stations, educational publications, and the Information Services Officer at the Air Force Missile Test Center, Patrick Air Force Base, with its far-reaching news and picture distribution, and which on occasions featured school events in conjunction with its releases.

A survey undertaken by Block,<sup>37</sup> somewhat similar in

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<sup>36</sup>Ibid., p. 3.

<sup>37</sup>Armin C. Block, "A Survey of the Amount and Kind of Publicity Afforded the Shorewood (Wisconsin) School System in Three Milwaukee Area Newspapers" (unpublished Master's thesis, Wisconsin State College, Milwaukee, 1956).



purpose and method to that of this investigator, gives a comparative analysis of his findings with other studies of school news coverage in other areas. All the findings give an interesting picture of the importance of the newspaper as a public relations factor. Several of the facts presented bear a relationship to the results of the investigation made in this writer's thesis.

Block stressed the reciprocal and mutually advantageous aspects of the school-newspaper relationship and cited authorities to impress the importance of the press as a vital factor in informing the public about its schools. The administrator interprets his schools and their programs with newspaper publicity as the "tool," he stated, and he further presented an excellent exposition of related literature, in one instance distinguishing well between the terms publicity and what is known as "press-agentry," as well as defining propaganda.<sup>38</sup> "Selling the school" was defined as "interpretation," which does not cost the schools as advertising, which would be illegal and immoral, would.

The survey covered the school year beginning September, 1953, to June, 1954, and related to news and picture coverage of the Shorewood, Wisconsin, school system as reflected in two daily Milwaukee newspapers and a local weekly, a total of

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<sup>38</sup>Ibid., p. 4.

606 daily issues and 43 weekly issues. Categorizing the types of news and tabulating the amount of space used in the respective papers and applying that commonly accepted space measurement for newspapers, column inches, Block concluded from the analysis of number of items and total space that generally there was too much emphasis on sports and extra-curricular activities and too little printed in proportion about more important phases of school matters such as health, guidance, student government, instruction, conferences, and others. The big city papers gave a small amount of publicity to parent-teacher associations and covered fewer categories than the local weekly, which incidentally also led the daily newspaper in number of pictures used. The results indicated to the reporter that the residents of small towns are more concerned with school news than those living in cities.

Circulation figures in the Shorewood area for the Milwaukee dailies were 4,985 and 4,100, while the Shorewood weekly distributed 3,850. In the latter paper the total number of insertions over the period of the survey was 162, while the combined total for both larger papers was only eighty-nine. In all, 130 pictures were printed with a total space coverage of 2156 column inches. The news insertions in the Shorewood Herald comprised 1317 column inches; those in the Milwaukee Journal, 422; and in the Milwaukee Sentinel, 334 column inches. These figures certainly do not indicate



a lavish, nor even generous, coverage in the press.

Block referred to a survey somewhat similar to his and related to school news coverage in many newspapers covering the state of Michigan. This study was undertaken by a group of professors connected with the Bureau of Business Research at Michigan State College. The surveys differed mostly in scope, for Block's dealt with a smaller, specific area and with just three newspapers. One of the results, however, appeared the same for both in that the quantity of school news content was found to show a wide variation among different papers and also that there was no uniformity in the amount of space given during the year. Another conclusion was that overall the amount of school news published was quite large, but that in a study of a particular school system the amount was rather small. In the Michigan survey it was found that athletic news ranked first, and that, as in Shorewood, the real areas of school curriculum and instruction were considered neglected to a large extent. While the above-mentioned surveys also did not correspond in that in the lesser study flurries of news occurred with the opening of school, the tempo increasing until after the Christmas holidays, after which a mid-winter slump was noted, and a final increase as the school term drew to a close. In the Michigan study a fluctuation in news also was marked, with May and March proving the high



points in publicity, and summer producing the least news. March was important for its high amount of sports news, and May was marked by considerable social and commencement news and school activities. Results in both studies reinforced the premise that many, if not most, schools are experiencing problems of inadequate and poorly placed publicity.

The analyses by Theisen in The Encyclopedia of Educational Research<sup>39</sup> of public relations studies were carefully examined by this writer, and a number of them that have some relationship with his own investigation have been listed herein. Most of these were inaccessible, although some of the references have been found, studied, and discussed in some detail later in this report. While much reading was done about public opinion research in all phases of public relations, virtually none of it was specifically pertinent to this study, or at most was repetitious of other material more aptly cited. Unfortunately, only a limited number of many research projects that from their titles seemed germane were procurable.

Michael's<sup>40</sup> research, as reported in Monroe, concluded

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<sup>39</sup>Monroe, loc. cit.

<sup>40</sup>L. S. Michael, "A Proposed Program of Improved Public Relations for the Schools of Wood County, West Virginia" (unpublished Doctoral dissertation, New York University, 1941), as cited in Monroe, ibid., p. 903.

from responses to a questionnaire that too little information about schools generally was obtained, and that rural citizens were least informed about education costs and most strongly opposed increased expenditures. It was also brought out, with numerous collateral and concurring references listed in The Encyclopedia of Educational Research, under "Public Relations in Schools", that newspapers gave limited space to educational topics of most interest to the public and the most coverage to those of least interest. Hickey<sup>41</sup> also was reported in the same collection of research analyses in Monroe to have declared that a spirit of personal responsibility for public relations ought to be infused in the school personnel.

Other studies mentioned in Monroe<sup>42</sup> generally dealt with purposes and techniques of public relations, some of which mentioned the press as being important while others criticized the newspapers or complained that the schools and the public were at fault in the lack of school news or its misplaced emphasis.

Two research studies relating to public relations and

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<sup>41</sup>J. M. Hickey, "The Direction of Public School Relations in Cities of the United States" (unpublished Doctoral dissertation, University of Pittsburgh, 1945), as cited in Monroe, *ibid.*, p. 903.

<sup>42</sup>Monroe, *op. cit.*, pp. 901-908.

school bond campaigns by Berlin<sup>43</sup> and Robinson<sup>44</sup> similarly reviewed the nature of publicity as affecting school administration and particularly the special methods of public relations applied in their respective investigations.

Berlin made a general survey of factors involved in bond issue campaigns, listing the types of activities and their stages as they unfold toward the date of the referendum. He stated that while the public is generally well informed about the products it consumes in daily living, the average citizen remains relatively uninformed about the needs of the school in which his child is educated. Therefore, he continued, a well planned and well executed program, which he subsequently outlined for interested administrators and school boards, is essential for the desired public endorsement of additional financial obligations. Four coordinated steps that he sketched were as follows: (1) pre-planning, (2) planning, (3) orientation and discussion, (4) final stages involving the stepped-up procedures to win favorable action. The bond issue may be a shock, he inferred, and he recommended continual informational publicity and the avoidance of the

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<sup>43</sup>Milton Draeger Berlin, "Public Relations and Bond Referendums for School Buildings" (unpublished Master's thesis, Wisconsin State College of Superior, 1956).

<sup>44</sup>Charles Burke Robinson, "Newspaper Coverage of Texas School Bond Campaigns, 1946-1954" (unpublished Master's thesis, University of Texas, 1955).



spectacular and over-dramatic or propaganda type news stories.<sup>45</sup>

Berlin made three other points subsequent to an opening statement in his thesis that voters tend to be apathetic and need to be informed: (1) that most administrators responding to his queries ranked the newspaper first as a medium of presenting information to the public; (2) that the newspaper has unlimited possibilities and is most likely to reach every home in which children attend school; (3) that publicity is "distinctly the outgrowth of a democratic society seeking facts"; and (4) that before the bond issue campaign is undertaken an adequate survey should be made to ascertain the facts that must be effectively presented the voters to justify their approval of the project.

Robinson<sup>46</sup> described two kinds of general publicity applicable to school matters, one being an informative, continuous type of program that tends to dispel misunderstandings and affirmatively builds good will; the other, designed to win favor and support on some particular issue or goal, as, for example, that designed to focus interest on American Education Week, or an innovation in curriculum,

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<sup>45</sup>Berlin, op. cit., p. 91.

<sup>46</sup>Robinson, loc. cit.

or a bond issue. He gave a resume of 36 bond issue campaigns, relating the role of the newspapers in successfully promoting them. Two-thirds of the total number proved successful. An unusual finding and conclusion was that where the greatest amount of space coverage was manifest, the public decisions proved unfavorable, while the publicity reflected in the newspapers showed victorious results. Robinson attributed this anomaly to the fact that school officials placed more emphasis on their newspaper publicity when they anticipated substantial opposition or a closely contested election. The effect of "shock" or the possible deterrent effect of a short, intensive, and poorly contrived campaign was mentioned as a possible cause for the referendum defeats.

Certain of Robinson's statements, in line with observations by public relations specialists, seem to merit mention here. He stated that publication of stories in papers does not represent a special interest on the part of the publisher or the newspaper, but that any story of general interest to its readers that is newsworthy will be printed. A bond issue, he stated further, is bound to receive news publicity. Sometimes editors can and do give some stories better coverage than the news element justifies, and they can weaken or strengthen a story by overplaying or underplaying it, this depending on what he believes to be the welfare of the public, or special policy of the

newspaper, or simply on the basis of personal preference.<sup>47</sup>

Statistically, Robinson reported that the total space coverage in the newspapers analyzed was 4,207 columns, which can be estimated at a very substantial 84,000 column inches.

Discussions of editorial treatment of the school news and education matters that generally emphasized differing points of views as well as diverse findings were reflected by Dartt,<sup>48</sup> concerned with conditions in New Jersey, and Eaton,<sup>49</sup> whose study was made in Dallas, Texas. Dartt, introducing the problem in his doctoral dissertation stated:

People turn to a local newspaper for facts about education, and for the interpretation of these facts, in order to gain an understanding of public education.

The public press, because it is a regularly issued, locally published medium, is of great importance in influencing public opinion.

Editors are responsible for disseminating the facts objectively through news stories and passing upon the facts subjectively through editorials. . . .

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<sup>47</sup>Ibid., pp. 122-123.

<sup>48</sup>Robert L. Dartt, "Editorial Treatment of Education in Selected Metropolitan Newspapers in New Jersey" (unpublished Doctoral dissertation, Rutgers University, New Brunswick, New Jersey, 1955).

<sup>49</sup>Carlton O. Eaton, "Editorial Attitudes of a Daily Newspaper Concerning Educational Issues" (unpublished Master's thesis, Southern Methodist University, Dallas, Texas, 1956).



Not only must educators look to the newspaper editorial as a significant medium to interpret its problems and progress, but the newspaper must look to education as one of the vital elements of the local scene. This interdependence, in consequence, should interest everyone in the nature of the newspaper editorial.<sup>50</sup>

Later, however, Dartt developed some qualifications, and remarked that editorial writers are often not adequately informed or are lacking in interest in scientific school problems.<sup>51</sup> Some, he said, show a lack of concern in or consideration of education at home, but stress matters of general educational importance on a basis of state or national interest. The writer suggested that the home story should be told first.

Dartt's study involved an examination of the way a selected group of newspapers treated educational topics editorially and the ascertaining of what educational news was chosen for publication and how it was interpreted. His conclusions were that education matters received a fair proportion of editorial attention in comparison with other subjects, and that the mention was, in most cases, favorable. He also affirmed that editors explained generally the educational processes rather than become involved in criticism or in urging action. There was a wide variety of

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<sup>50</sup>Dartt, op. cit., p. 1.

<sup>51</sup>Ibid., p. 218.

school problems covered, it was found, and they were mostly instructive and such as comment on the status of the schools, enrollments, with hardly any emphasis on definite phases of education. Administrative problems accounted for about 26 per cent of the editorials; curriculum for about 36 per cent. No trends were apparent in the editorialization studied, but it was determined that in such matters as bond issues and other projects that may require additional taxes the editors lent their support if they were convinced of the need. Little criticism, generally, was noted of higher taxes. The author suggested that corollary to his study further research is indicated to gauge public awareness of educational problems and also the status of public opinion, as well as to determine what better use could be made of radio, television, and the newspapers as universal communications media, the latter especially, in education's constant endeavor to tell its story to the people it serves.

A summation by Dartt is reflective of the views of many contributors to the subject of school public relations but is especially well postulated. He said:

Education with its internal needs, crises and problems will advance only as rapidly as citizens and taxpayers permit. Public concern, understanding and confidence are requisite to public approval of any civic function. Consequently, it may be axiomatic to

say that the greater the acceptance of the schools by press and public, the greater may be the advancement of education.<sup>52</sup>

Eaton's viewpoint,<sup>53</sup> based on a study of editorial attitude and content in the Dallas Morning News, framed a more critical and pessimistic picture of educational editorializing, but of course he did not conclude that other newspapers necessarily held the same outlook as the Dallas daily. He implied the welfare of education is vulnerable to other than the best influences when a newspaper with 200,000 circulation that holds a tremendous influence on the people of such a state as Texas, with a "demonstrated power to shape Texas opinion," evidences an editorial policy that is biased or narrow, and not in line with widely accepted educational patterns or needs. A careful and objective examination, he indicated, has shown the editorials of the great metropolitan newspaper to be conservative and traditional in nature; "narrow and one-sided" on many issues, with omission of total facts; and that many articles either indicated a lack of knowledge or information about education or an inflexible and intransigent purpose in dealing with school matters in its editorial pages. It was also implied that such influences

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<sup>52</sup>Ibid., p. 203.

<sup>53</sup>Eaton, loc. cit.



could retard the educational advance of the state. The study covered the years 1951 through 1955, but included an historical review of major educational problems and trends for many years prior to the survey. A re-evaluation of contemporary issues and a sense of balance in considering and interpreting the problems of education, it was suggested, are necessary that education not be hurt, and truth in the news, rather than opinion, ought to be emphasized. It was also stated that public service rather than private interest should be a criterion for judging the value and importance of educational goals and activities.

Fisk<sup>54</sup> was concerned with the problem of alerting school administrators and teachers to develop public understanding of modern education in order to ensure educational progress on the local scene. He referred to the Mort and Cornell<sup>55</sup> thesis of the adaptability of schools in the community and meeting the challenges which are faced and which often meet opposition in regard to curriculum, building programs, and other aspects of education, and offered in his text a number of general principles to accomplish three main purposes: (1) establishing the importance of public

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<sup>54</sup>Robert S. Fisk, Public Understanding of What Good Schools Can Do (New York: Bureau of Publications, Teachers College, Columbia University, 1944).

<sup>55</sup>Mort and Cornell, loc. cit.

understanding of what good schools can do, (2) outlining the groundwork necessary for a complete program; and (3) offering a program for study and discussion groups that the school administrator may use as a basis for an appropriate program in his own community. The citizens whose influence upon education is potentially the greatest, Fisk stressed, must be encouraged and helped to have the desire and the spirit and to apply the effort to promote the development of the schools. While Fisk dealt in some detail with many aspects of education with which public understanding has been concerned, such as size of school systems and their individual units, fiscal problems, curriculum freedom, community cultural patterns, administrative and professional leadership, geographical location, and state agencies, there was a lack of mention of the newspaper as a medium of developing public understanding. Rather did he deal with generalities or the techniques of group discussions, or of questionnaires to sampling groups to gauge the status of the public mind, or of enlisting the professional endowments and prestige of teachers in channeling their influence on the citizenry whose support is sought. The classroom is suggested as a major area in which the teacher's contribution may be strong. He recommended student organizations, inviting the public to observe class activities in the outstanding classrooms, as well as

the use of slide films and movies in the classroom to impress certain ideas or programs.

Fine,<sup>56</sup> whose text Educational Publicity is considered by many as the "bible" for those responsible for school public relations, gave the relationships and the distinctions with regard to publicity, propaganda, and public relations. He evaluated generally and statistically the importance of educational publicity, analyzed its growth, the responsibilities it entails, its scope, and its objectives. He gave the point of view of the press, which he described as the cornerstone of the publicity program.

Fine's book is an excellent comprehensive guide for writing and evaluating publicity. In it are practical suggestions and examples, all the way from choosing the kind of paper that is used, grammar and punctuation, timing, and editing to the influences used to get the material into print. How to write specialized releases, with apt illustrations of good news stories, criticisms and faults with which publicity writers should be familiar in order to avoid them, are also included. Public relations programs covering a wide range from simple, one-time press releases all the way to the most complex organized activity involving

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<sup>56</sup>Benjamin Fine, Educational Publicity (New York: Harper and Brothers, 1951).



a multitude of factors and covering long periods of time are explained in detail and evaluated, with an accounting of specific experiences.

What Fine said about the value of pictures in publicity is of special interest and value, and he covered virtually every aspect of this medium and the techniques in using it. Quoting what newspapermen said about pictures, in addition to mentioning the most sought for attributes of good news photographs, he said, in part:

Editors speak eloquently of the need of good pictures. "Any good picture will tell its own story," says a photographer for a famous picture magazine. "A good picture should have plenty of action," he adds. "Be natural in the arrangements of all subjects and not awkward."

Judging from the growth of picture magazines during the last decade, more people today are eyeminded than ear-minded. It is easier to look at a picture and gain an impression of the story than it is to read through a column of copy. This fact is recognized by newspaper and syndicate editors.<sup>57</sup>

Fine told what kind of pictures editors want, how to set up a good picture, and considerable other valuable hints. He quoted other authorities as well. He said to "remember that pictures are an important part of any public relations office," and went on to advise against taking pictures one-self unless one is a professional photographer, for doing so on a hit-or-miss basis loses favor with the

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<sup>57</sup>Ibid., p. 488.

editors and proves expensive. He suggested also that in organizing news projects involving pictures one should survey what the local papers want; whether, for instance, they use one-column shots on individuals or larger cuts; also, whether they have facilities for the art, engraving, printing, and stereotyping processes. Fine's book is recommended as a most competent guide to study and use. Practical advice is included, as well as a most balanced and full understanding of phases of public relations, in which he emphasized, by the way, that "publicity is only part of the picture."<sup>58</sup>

Of interest to this study was a report made by Fine of a survey<sup>59</sup> made under the auspices of the Department of Journalism of the University of Miami and concerned with city editors' views on college and university press releases and their reasons for rejecting copy. The same study, it was indicated, could apply to press releases in general, for the same values are present, whatever the type of story. The detailed list covers too much space and is not particularly relevant to this paper, but it would prove of considerable interest and value to one writing publicity in avoiding pitfalls. What is of interest here is that

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<sup>58</sup>Ibid., p. 533.

<sup>59</sup>Ibid., pp. 117-122.

responses came from 61 daily newspapers with 50,000 or more circulation, representing one-third of the nation's newspapers in this category.

That publicity frequently fails in rural areas was demonstrated in another survey covering 37 weekly newspapers in South Dakota and cited by Fine.<sup>60</sup> The report of the study, under the heading "Rural Psychology," affirmed that 53 per cent of 89 publicists who sent material to these newspapers in a five-week period failed to get even one of their releases published. Offered as reasons by the editors were that the items lacked interest for local readers or that the items were poorly adapted to the news policies of their papers. Some items were considered to be little more than commercial advertising in essence. Suggested was a criticism and a constructive admonition that may apply to rural weeklies in other states as well: (1) Blanket distribution of releases is an ineffective way to reach an appreciable number of the readers of rural weeklies. (2) School public relations directors should understand how the rural weekly newspaper operates. For those interested in knowing the desirable characteristics of directors of public relations in schools, Fine listed the eight, in order of rank, that were found acceptable to most educators by

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<sup>60</sup>Ibid., p. 123.



Dr. John M. Hickey in his study of public relations programs in 83 cities of the United States.<sup>61</sup> Hickey's recommendations on how to develop good relations with newspaper staffs were likewise listed by Fine, along with many of his own contributions.<sup>62</sup>

While Fine told generally how important school publicity is, how to accomplish its aims with good results, and also optimistically predicted in the concluding paragraphs of his book that "it is safe to predict that educational publicity and public relations will reach higher standards, gain in prestige, and become a part of the recognized profession of public relations,"<sup>63</sup> Moehlman<sup>64</sup> expressed in 1938 the view that the newspaper's influence was being lost to radio, television, and the movies. In view of the fact that his opinion was given before World War II and may have had some bearing under conditions existing then, it is obvious today that Fine's outlook and evaluation are more reasonable.

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<sup>61</sup>Ibid., pp. 15 and 149, citing J. M. Hickey, "The Direction of Public School Relations in Cities of the United States" (unpublished Doctoral dissertation, University of Pittsburgh, 1945).

<sup>62</sup>Ibid., p. 431, citing, in part, Hickey, loc. cit.

<sup>63</sup>Ibid., p. 548.

<sup>64</sup>Arthur B. Moehlman, Social Interpretation (New York: Appleton-Century-Crofts Co., Inc., 1938).

An interesting analysis of the use of pictures in news publicity was offered by Snyder,<sup>65</sup> Director of the Audio-Visual Instructional Materials Center, Department of Education, University of Chicago. He stated that this is the age of the picture, and that in competition with the graphic messages in Television, motion pictures, picture magazines, picture books, and the abundant evidence of pictures in our social life today, the newspapers are printing more and more photographs. It is interesting to note, he indicated further, that the greatest reader interest is elicited by pictures of children, and most news editors are eager to publish good pictures of children.

Snyder declared, however, that judging from the character of the newspaper pictures of school activities generally, it would appear to the readers that the primary enterprises of the schools consist of "a series of seasonal extracurricular activities crowded into a busy schedule of sporting events and climaxed with a vernal pageant called graduation." This observation was given as a result of an analysis made by the author during a ten-month period of all school photographs published in 3600 issues of twelve daily newspapers.

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<sup>65</sup>Robert C. Snyder, "How Well Do We Picture the Schools?" Journal of Florida Educational Association, pp.25 and 31, October, 1958.

Snyder asserted the following:

During the last decade the American Newspaper Publishers Association, the Advertising Research Foundation, and individual students of mass communications have conducted hundreds of studies to determine what readers find of most interest in the more than 53 million newspapers published each day in the United States. Throughout this large body of readership research, one finding is marked by its consistency: picture pages and individual photographs attract the highest attention among newspaper readers, outranking even the highest scoring news stories.<sup>66</sup>

Snyder pointed out, however, that despite this and the editors' preference for children's pictures, photos of children engaged in school activities showed up infrequently in his study. Only nine per cent of the total of 2,428 pictures dealing with school activities were of children under twelve years old. During the ten-month study, it was found too that there was great variation in the number of pictures printed in the individual newspaper, and little correlation between the size of the newspaper and the number of picture insertions.

Other statistics compiled revealed that the 2,428 photographs were each classified into one of 36 subject-matter categories covering the full range of school activities, including, among others, administration, athletics, classroom, dramatics, faculty, field trips, guidance, laboratory, library, music, and parents. Two categories

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<sup>66</sup>Ibid., p. 25.



included a majority of the pictures: 904 pictures, or 37 per cent, were related to athletics; and 636, or 26 per cent, were classified as "graduation" items. Then, in order of frequency, followed 133 photographs, or 6 per cent, listed as "faculty," and of these almost one-half were pictures of coaches. The 755 school photographs remaining fitted 33 of the 36 subject-matter categories, and less than one per cent of the total was reflected in 21 of the categories. From these figures the author implied that very few aspects of the school program are pictured significantly in the daily press, and he remarked that in most of the newspapers, photos of pupils and children in classrooms or laboratories were non-existent.

Snyder insisted that the picture can be changed, but it is the responsibility of the schools and their representatives to provide more pictures on their own and to get more cooperation when the newspapers' reporters are doing the job. Since the editors realize that good children's pictures have the most reader appeal, and since in any community the greatest concentration of children is in the schools, the situation is favorable for doing a good job in featuring the story of the schools through pictures. This would give a truer representation rather than one indicating a preponderance of extracurricular activities over those of

learning, he averred. Said Snyder, "If we but provide the papers a little more help, we can work up a new, high powered mutual-advantage association, netting us better newspapers and better schools."<sup>67</sup>

A brief note following the Snyder article called attention to a new book relating to the subject, which has just been published by the National School Public Relations Association in Washington, entitled: School Photojournalism: Telling Your School Story in Pictures.

A number of pamphlets published by the National School Public Relations Association and containing helpful suggestions and references to varied practices and activities in school public relations undertaken in school systems throughout the nation, are available and widely circulated. References are made occasionally to research studies and to more general surveys of public relations programs whose features may be of benefit to others. In the examination of one pamphlet, Public Relations Gold Mine, 1959, an article comprising four pages presented a pattern of school news reporting with details about activities in a number of school systems scattered widely throughout the United States, each featuring not only learning situations for the students but also practical application of good ideas that resulted in

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<sup>67</sup>Ibid., p. 31.

favorable publicity for the respective schools. The Association, a department of the National Education Association, distributes a weekly newsletter during the school year entitled "Trends in Public Relations" for members, public relations directors, superintendents and other administrators, and teachers, while another bulletin with the heading "Paragraphs," containing personal mention about members of the association, is published periodically.

Many articles in publications, books, and other miscellaneous references in newspapers to school-community public relations, many specifically about publicity, are available. Many of these offer good ideas for performance as well as discussions of principles and philosophy.



## CHAPTER III

### PROCEDURE

#### I. SOURCE OF THE STUDY MATERIAL

Essentially, this research involved the examination, analysis, and tabulation of the news related to education and the schools in the Brevard County edition (the "pink" section) of a large metropolitan newspaper. The edition is identical in the morning and Sunday publication of the Orlando Sentinel and its associated daily, the afternoon paper, the Orlando Star. Every related news story and picture was checked and made part of the data reported in this exposition. The sum total of the news about the schools and education far exceeded that which will be referred to, for considerable news space was devoted to these subjects in other news publications circulated in the county.

Each of the three urban centers in the county has newspapers: namely, the Star-Advocate in Titusville; the Cocoa Tribune, in Cocoa; and the Melbourne Times, Melbourne, which, unlike the former two, which appear on Mondays, Wednesdays, and Fridays, publishes daily an evening edition and a Sunday morning issue. The Miami Herald and newspapers in Daytona Beach and Jacksonville circulate several thousand copies daily in the county, each devoting several columns up to a

page to county happenings and frequently printing educational stories and pictures. The circulation, however, of these newspapers is insignificant locally as compared with the total of the three local papers and the Orlando Sentinel-Star "pink" edition.

## II. WHY THE ORLANDO SENTINEL-STAR WAS SELECTED

### FOR SOURCE MATERIAL

The Brevard County section in the morning and afternoon metropolitan papers of Orlando, according to reasonable though undocumented figures, reaches more readers in the whole area daily than all the other newspapers combined. This is not to say that the local press was remiss in its coverage of the school news, administrative publicity, and announcements, for, on the contrary, the proportion of space devoted to education in all the newspapers was generous and complete, with an exceptional amount of photographs with descriptive captions. But, excepting for occasional exclusive feature stories especially designed for limited local exploitation and minor announcements which did not reach the Brevard edition, the latter covered virtually all the news, receiving items from various individual schools and from the administrative offices, or by having its reporters seek the news and cover special events resourcefully.



The "pink" edition, identified as devoted to Brevard and places adjacent to the county lines and by the color of its pages as contrasted with the standard white sheets in the main section of the paper, is published every day except Mondays and Saturdays, when both editions of the Sentinel and the Star are smaller. However, when school news would break before deadline time on these days, the story would be printed and then repeated or amplified in the Tuesday or the Sunday edition, so that analysis of school related items printed in the Monday and Saturday papers was omitted in this research. However, several special stories printed on those days that were not repeated in the Brevard edition were included in this report to insure consideration of every single item published in the Orlando papers about Brevard County education.

Whereas the Brevard County edition had a certified circulation of more than 14,500 during most of 1958, with its distribution early in 1959 reckoned at over 16,000 daily, and in view of the Orlando Sentinel's general circulation of over 100,000 daily, it is interesting to note that the Sentinel's paid circulation in 1957 was listed at 54,137 daily and 69,639 Sundays, and the Star's circulation that year as 23,059.<sup>1</sup>

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<sup>1</sup>Directory of Newspapers and Periodicals (Philadelphia: N. W. Ayer and Sons, Inc., 1957).



Also noted was the fact in the 1957 directory that "pink" editions were published for Lake, Sumpter, and Brevard counties, all adjacent to Orlando's Orange County, but figures were omitted. The same source listed the Melbourne Times daily circulation as 3,254, that of the Cocoa Tribune as 2,424, and the Titusville Star-Advocate as 1,880. Along with newspaper circulation statistics were cited population appraisals, which were given respectively as 4,223 for Melbourne; 4,225 for Cocoa; and 2,604 for Titusville.<sup>2</sup> These figures even in 1956 and 1957 were no doubt unrealistic and currently one might reasonably consider them to be four, five, or more times the populations reported but a few years ago. And too it might be logically assumed that there has been an appreciable growth in circulation of all the newspapers mentioned.

The Cocoa paper, in November, 1958, published small "boxed" items stating that it was "shooting for" 5,000 circulation. The Star-Advocate in the same month declared that it printed 27 per cent more pages of news and advertising in the first eleven months of 1958 than in a comparable period the year before, and that it was publishing an average of 107 pages per month.

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<sup>2</sup>Ibid.

Most newspaper readers in Brevard County, as in such counties as Lake, Orange, Sumpter, Marion, Seminole, Volusia, and even Polk and Osceola, read the Orlando Sentinel or the Orlando Star. While estimates vary, it is assumed generally that from three to four persons read each copy of the newspapers, but it is admittedly difficult to arrive at an accurate conclusion. Accepting as an average three readers per copy, for many persons away from home may peruse it in a barber shop, library, business establishment, or waiting room, it may be estimated that from some forty to fifty thousand persons read the Brevard section of the Orlando morning and afternoon daily newspapers. And this surely includes a great many school-age youngsters.

An analysis of the make-up of the "pink" edition from a careful check of sample papers selected at different intervals showed a range in size of the section of from 8 to 24 pages, each page comprising eight columns slightly less than two inches in width and 21 inches long. About half the total content of the paper was made up of display and classified advertising, the latter on the average totaling two pages daily. Space apportionment to news, advertising, and pictures, of course, varied from day to day, but the pattern of the make-up and space apportionment has shown itself to be quite stable.

There was in the 1958 issues a wide variety in the types of news, with the coverage including social business announcements, construction, sports, police, local and county government, accident, civic, fraternal and social organization happenings, and announcements. Also, there was news about the churches, missile base activities, special events, and of course school news and various miscellaneous items and feature stories. The matters ranged in scale from the strictly factual, through human interest, all the way to controversial civic problems.

School news and pictures have always had a prominent place in providing important and interesting information.

There is no special editorial section, all formal editorials being published in the main white-page section of the Orlando papers, but letters to the editor on various topics of public interest were given adequate space. Feature columns and news reports by the district news editors often contained editorialization in their commentaries.



### III. THE METHOD OF ASSEMBLING AND DEVELOPING THE DATA

With all the issues for the calendar year 1958 of the Brevard County "pink" edition having been made available in the district office of the Orlando Sentinel-Star in Cocoa, Florida, a careful and thorough examination of each paper published during the year was made.

Every news story and picture relating in any way to education, whether general or specific to some school was listed by date and page, and a brief notation was made about the nature of the article or picture, along with any special facts or figures for later reference or amplification. In addition, the size of the column in the accepted measurement for newspaper space, column inches, was noted, each such column inch containing about seven lines of print. Picture measurement, likewise listed in column inches, was based on the number of columns in breadth or across the page multiplied by the number of inches of vertical space.

A list of main categories or subjects had originally been set up, more or less tentatively, and that classification which applied to the individual item was coded or listed in the margin for later, easier tabulation. With picture items, from the illustration itself or the caption, the category was determined and noted, and, as with news stories, the date, size, and page were listed. Finally,

a special accounting of the number of items, their nature, and the amount of space applied was made to ascertain the proportion of graphic to printed news.

News stories particularly relating to the individual schools and not of county-wide scope were marked with the name of the school and a note on the nature of special matters or events. Classified among these topics were parent-teacher association meetings, science fairs, Halloween carnivals, and others. Sports stories and sports pictures were noted as such for a special tabulation to indicate in the final accounting the contrast in amount of space devoted to athletic affairs to those of academic, extracurricular, administrative, and miscellaneous school matters. Separation of classified data was also made to contrast the amount of space given to pictures as against printed news, and also the relation of space in stories of athletics as against sports pictures.

When every story and picture published during the year had been read, checked, and noted, with descriptive facts about each listed, two large white sheets were prepared, one listing at the head of columns the main general and some lesser categories of news, while on the other sheet were listed at the top of vertical columns the various schools in the county. Down the side of each of the large sheets were lined twelve horizontal sections for each month of the

year, in order that the material published could be recorded and figures listed by months. In the general sheet (other than that of schools), each of the columns was divided into two sections, one part to list news stories and amount of space used and the other to contain the same data about pictures given space during the month. With the page whose columns were labeled for schools likewise divided into twelve horizontal sections for months, each longitudinal column was divided, one part for news stories and the other for picture data. The vertical columns were extra wide with extra lines running down for listing separately the space used for sports news and sports pictures for the school. These applied mostly to the secondary schools and related to competitive athletics and not the physical education curriculum. Only one elementary school had some reference to a competitive sports program which was included in the tabulations.

Partial samples of topics listed in this second step set-up in the assembling and development of the data to be computed are given below in less than the space proportions actually used.



Adult Educ. program. Announcements, Features, etc.		Sch. Board, Supt., Admin. Procedures, meetings, finance, etc.	Rockledge Elem. Topic      Pix**
J	Sun. 1/26 (1)*	1/9 (1) Brevard	1/9 PTA mtg.
A		gets \$824,450	combined with
N	Announcement,	for schools from	Cocoa Elem.
U	courses, pro-	Wash'n. Funds also	3"
A	gram.	available Fla.	
R	Melbourne H. S.	Legislature.	Sunday 1/12
Y	16"	14"	Family Life
			Instit. prog.
			scheduled PTA
			12"
F			
E			2/11 class act-
B			ivity 4th grade
R			hears talk on
U			Japan.
A			6"
R			
Y			2/20 Sch. valen-
			tine party, 2
			pix--One "King
			Busses Queen"
			2 pix 28"

\*This symbol (1) referred to page one story.

\*\*Columns used were wider with space under "pix" for listing idea of picture, date, and space.

Thus, the items collected in the first reading of the newspapers and listed chronologically with pertinent data were transferred to their respective classifications as a second step in this project, with a brief notation again which included date, size of space, and first page insertion, if any. Likewise, with pictures a special notation was made of subject, and if more than one related to a topic this was recorded with the total space used. In the notes the word picture was shortened to "pix" for more expeditious reference by the investigator. All the information listed was deemed pertinent to this study.

With reference to the individual school items, the topic of story or picture was noted briefly, with the date and space. P. T. A. was separately recorded, as were other topics for later recapitulation. First page stories were so noted. The secondary school columns were made wider for itemizing separately the number of sports stories and pictures and related space coverage. The procedure was taken to enable later tabulation, totaling, and discussion.

When the compilation of all stories and pictures and all related data had been completed in their respective columns on nine 22 by 33 inch sheets, everything concerned with schools or education that had been published in the newspaper during 1958 being sketchily recorded, another transfer of numerical data only, omitting explanatory text,

was made in columns on four 14 by 33 inch accounting tabulating sheets. This was for the purpose of compiling the figures in each category and of all items by months to get the total number of insertions and the space coverage, information which is reflected in the findings shown in Tables I, II, III, IV, and V, which appear in subsequent pages, and in the discussion about the results of this study. A special listing of number of items and total space in sports pictures and stories was made and totals ascertained as a basis for comparison of space devoted to sports and other types of school news and pictures.

Totals were obtained with the use of an adding machine, and the tapes were checked against the totals by months to obtain a balance. The figures were found to be balanced after rechecking for accuracy. Totals were taken reflecting the number of items and space coverage on certain phases of the news, such as P. T. A. affairs, the Family Life Institute, the school science fairs, and others. This, along with all the statistical tabulations developed in the survey are included as tables with the text of this report in Chapter IV reporting the results of the study.



## CHAPTER IV

### RESULTS OF THE STUDY

#### I. TOTAL COVERAGE IN COLUMN INCHES IN THE GENERAL CLASSIFICATIONS AND TOTAL NUMBER OF INSERTIONS IN EACH

Table I presents information concerning the names of the Brevard County schools and their comparative school enrollments at different times in 1958 and 1959.

In Tables II, III, IV, and V a detailed breakdown of the 1958 publicity devoted to education in Brevard County is given as follows: Table II, relating to the individual schools, indicates a combined total coverage including news and pictures, of 890 insertions comprising 13,631 column inches; Table III, listing distribution in seven main categories of news and pictures, gives a total of 244 insertions with 4,408 column inches; Table IV, relating to six other important and interesting subject classifications, gives a total of 87 publicity insertions with a total of 1298 column inches; Table V gives a recapitulation of the number of insertions and space coverage on miscellaneous topics.

The over-all total of the news and picture insertions in the "pink" Brevard edition of the Orlando Sentinel and the Orlando Star during 1958 and tabulated in this study was 1,221, with a total space coverage of 19,337 column inches.

TABLE I

COMPARATIVE SCHOOL ENROLLMENT, BREVARD COUNTY SCHOOLS,  
AT DIFFERENT PERIODS\*

Name of School	May, 1958	Sept., 1958	May, 1959
Mims Elementary	246	302	299
Titusville Primary	765	784	867
Riverview Elem.	785**	686	768
Titusville High	410	1,000**	1,016
East Mims Elem. (Col.)	179	197	213
Gibson High (Col.)	322	369	366
Total North Brevard	<u>2,698</u>	<u>3,338</u>	<u>3,529</u>
Merritt Island Elem.	789	880	919
Rockledge Elem.	694	984	957
Pineda Elementary	1,165	948	1,018
Cocoa Junior High	1,086	1,188	1,186
Cocoa High	648	832	800
Cocoa Beach Elem.	589	844	835
Monroe High and Elem. (Colored)	<u>1,062</u>	<u>1,101</u>	<u>1,171</u>
Total Central Brevard	<u>6,033</u>	<u>6,777</u>	<u>6,886</u>
Eau Gallie Elem.	1,014	1,080	1,105
Eau Gallie Jr. High	1,295	1,346	1,365
Melbourne Elementary	1,820	1,799	1,781
Indialantic High	799	783	549
Sea Park Elem. (New School)		694	762
Melbourne Airport		320	320
West Eau Gallie Elem. (Colored)	55	63	61
Stone High and Elem. (Colored)	<u>661</u>	<u>731</u>	<u>728</u>
Total South Brevard	<u>6,372</u>	<u>7,523</u>	<u>7,643</u>

\*Official figures made public by Brevard County Board of  
Public Instruction

\*\*Jump from May, 1958, to September, 1958, due to transfer  
of classes from Riverview

## II. IMPLICATIONS OF FIGURES REVEALED BY THIS STUDY

Some comparisons: news as against pictures. Separate the news from the pictures, and coverage on the former totaled 763 items and 9,834 column inches which contrasts interestingly with the aggregate of 458 pictures, three-fifths as many as news stories, and the space of 9,503 column inches, or an amount almost equal to the total amount of printed matter. Of course all photographs had descriptive captions, but these were considered an inherent part of the graphic story.

Publicity about the schools and other education news. That stories and illustrations especially devoted to the schools and their pupils dominated the picture of education in Brevard County is clearly manifest in this score: Of the complete total of 890 insertions during 1958, almost two-thirds of the total of items and almost three-fourths of the space (see Table II) were devoted to references specifically to seventeen schools. Of these, one had but a one-inch story and the other reflected 8 items amounting to 58 column inches. The secondary schools had the most publicity with three high and two junior high schools accounting for 581 of the 890 news and picture accounts, 11,336 column inches of the total of 13, 631 for school news. This does not include the River-view elementary school, which for the first half of 1958



TABLE II

BREAKDOWN FOR INDIVIDUAL SCHOOLS OF NUMBER OF NEWS ITEMS AND SPACE USED FOR NEWS, MISCELLANEOUS PICTURES, SPORTS STORIES, SPORTS PICTURES AND TOTALS

School	No. of news items	News space column inches	Misc. pictures No.	Space pictures	Sport news No. items	Sport news space	Sport pictures No.	Sports pictures space	Tot. no. all items	Tot. space all items
Titusville High	33	426	28	585	29	372	62	863	152	2246
Cocoa High	51	631	27	649	61	724	68	1596	207	3600
Melbourne High	39	483	16	390	25	342	49	831	129	2046
Stone High (Col.)*	1	12	1	30	1	8	1	8	4	58
Cocoa Junior High	12	166	12	304	14	118	10	230	48	818
Eau Gallie Jr. Hi.	36	414	9	194	2	18			47	626
Riverview Elem.	3	21	21	425					24	446
Titusville Prim.	2	7	8	207					10	214
Mims Elementary	1	1							1	1
Pineda Elementary	21	183	14	385					35	568
Rockledge Elem.	32	300	17	350					49	650
Merritt Is. Elem.	10	86	9	160					19	246
Cocoa Beach Elem.	41	380	10	192	2	14			53	586
Eau Gallie Elem.	23	207	2	50					25	257
Melbourne Elem.	32	375	10	216					42	591
Indianalantic Elem.	19	209	7	145					26	354
Sea Park Elem.	12	163	7	161					19	324
Totals	368	4,064	198	4,443	134	1,596	190	3,528	890	13,631

\*See facts on colored school news, page

included seventh and eighth grades. These upper grades no doubt contributed a considerable share of the school's publicity, but since the amount was undetermined, Riverview's totals were included with the elementary schools. There were 324 sports stories and pictures, totalling 5,124 column inches. Pictures took about 70 per cent of sports space, entirely relating to secondary schools.

Analysis of school photograph statistics. The number of photographs relating to the schools was 388 or more than one-third of the 890 aggregate items, the space coverage exceeding that of printed news by 2,311 column inches. As mentioned above, sports pictures comprised nearly three-fourths the total space devoted to athletic news.

A discussion of the colored school news. A medium of publicity for the colored schools, as well as of Negro affairs generally, reaching many thousands in the colored communities in central Florida and beyond, is the special "green" or colored news edition of the Orlando Sentinel-Star newspapers. It is distributed in centers of Negro population every Monday throughout the year along with the main section of the morning and afternoon dailies. Considerable news and picture coverage in the "green" edition was given the three Negro high schools and their associate lower grade schools. This news was of special interest to their students, the parents, and their social groups. Were it not for this "green"



edition, matters concerning these schools, because of a lack of special interest in them among the mass of readers of the Orlando papers and limitations of space, would not have had printed notice.

### III. DISCUSSION OF MAJOR NEWS CATEGORIES, OTHER THAN THAT REFERRING TO INDIVIDUAL SCHOOLS

In order of the amount of space the categories that led in importance had to do with the school system generally, the school board activities, administrative procedures and operations, finance, etc.; secondly, the four and one-half million dollar bond issue from its inception through the sale of the bonds; third, problems that had to do with transportation, bus schedules and routes, complaints, some of these going so far as to involve school overcrowding which caused the moving of children to distant facilities--hence, further transportation headaches; fourth, construction, new building sites, including dedication ceremonies and news until the occupation of the buildings; fifth, curriculum matters, including testing and guidance programs, conferences, and other features; sixth, personnel news and announcements, appointments, transfers, and school board hearings; and seventh, the last major subject, the proposed junior college, its inception, planning, and promotional activities.



Table III presents data about which further reference will be made. The distribution of news items and pictures by months may be noted in the table and will be discussed later in further detail. August and September, with two-fifths of the total space, led in 1958 in the amount of publicity. This is understandable, with the emphasis at the beginning of the school year on pre-planning, personnel news, announcements, programs for the session, and feature stories about the new schools, not to forget the impending football season. Substantially behind August and September, yet far exceeding the other months in the aggregate of news and pictures, were April and July, whose totals were quite similar and which together accounted for over one-fifth of the year's space. January, June, and November followed in order with fair amounts of publicity, while the months of March, December, and November, with far trailing February (five items totaling 49 column inches), together accounted for only 12 per cent of the total space, with only 41 insertions including six pictures and a total of 539 inches of space.

Outside the above classifications, however, school news showed a pattern of fairly good news and picture distribution during the year, with the exception of the summer months when school was out of session and the summer recreation programs held most of the news and picture interest.

TABLE

DISTRIBUTION BY MONTHS OF NEWS AND PICTURES  
(OTHER THAN THAT OF THE

Month	The School Board and adm.				The Bond Issue				Transportation			
	News		Pictures		News		Pictures		News		Pictures	
	I t e m s	S p a c e	I t e m s	S p a c e	I t e m s	S p a c e	I t e m s	S p a c e	I t e m s	S p a c e	I t e m s	S p a c e
January	8	145							1	7		
February	1	13	2	24								
March	1	56	1	25					1	9		
April					2	38	1	28				
May	4	89	3	54								
June					4	96	1	16	3	36		
July	8	125	1	24	1	28			1	14	1	14
August	11	177	6	173	9	176	2	44				
September	5	74	1	24	14	398			12	259		
October	2	107			3	41			3	21		
November	5	31			2	12						
December					3	36			1	20		
<b>Totals</b>	<b>45</b>	<b>817</b>	<b>14</b>	<b>324</b>	<b>38</b>	<b>825</b>	<b>4</b>	<b>88</b>	<b>22</b>	<b>366</b>	<b>1</b>	<b>14</b>
Total items				59			42			23		
Total column inches			1,141				913			380		

## III

IN THE ORLANDO SENTINEL-STAR BREVARD COUNTY EDITION, 1958  
SCHOOLS, TABLE I) IN MAIN CATEGORIES

Construction				Curriculum				Personnel				Junior College			
News		Pictures		News		Pictures		News		Pictures		News		Pictures	
I	S	I	S	I	S	I	S	I	S	I	S	I	S	I	S
t	p	t	p	t	p	t	p	t	p	t	p	t	p	t	p
e	a	e	a	e	a	e	a	e	a	e	a	e	a	e	a
m	c	m	c	m	c	m	c	m	c	m	c	m	c	m	c
s	e	s	e	s	e	s	e	s	e	s	e	s	e	s	e
4	41	7	152	1	15							2	21		
2	12														
2	24			3	44			1	5			2	17		
7	100			3	32	1	21	9	171	2	33	2	15		
2	28	2	42	1	32							1	21		
				5	81			4	56	1	18				
						1	58	6	57			5	115	1	28
		2	39	2	49	1	27	3	40	2	39	1	16		
1	14	8	146	1	18							1	27		
1	10			2	38	1	24					2	37		
2	35	2	43	1	17										
4	38	1	21					2	11			3	46		
25	302	22	443	19	326	4	130	25	340	5	90	19	315	1	28
47				23				30				20			
745				456				430				343			



#### IV. DISCUSSION OF MINOR NEWS CATEGORIES

Table IV presents the data concerning the distribution of news and pictures related to special phases of education in the Orlando Sentinel-Star for 1958, here termed the minor news categories.

Among the categories of news interest which may be considered minor from the standpoint of space and number of stories and pictures were, in order, the following: (1) miscellaneous, including human interest items, the few teacher organization meetings, etc.; (2) adult education, the eye-testing program, and a couple of general health references; (3) the Brevard Training Center for retarded trainable students; (4) the Brevard Chapter of the International Reading Council; and (5) the summer recreation program. Much of the news consisted of announcements, with some features and pictures, totaling 19 in number with 405 column inches of space. Exclusive of the pictures, the total space used for this group of six subjects totaled 983 column inches. There were in all 87 news stories and pictures, comprising 1,298 column inches in the minor news categories.

Table V gives a recapitulation of the number of insertions and the space coverage on miscellaneous topics.

TABLE IV

DISTRIBUTION OF NEWS AND PICTURES (OTHER THAN THAT OF SCHOOLS)  
RELATED TO SPECIAL PHASES OF EDUCATION IN BREVARD  
COUNTY IN ORLANDO SENTINEL-STAR, 1958

Miscellaneous Adult Education		Eye Testing Program		Brevard Training Center Retarded, Trainable		Brevard Chapter Internat'l Reading Council		Summer Recreation, and Summer School	
News Pict.	News Pict.	News Pict.	News Pict.	News Pict.	News Pict.	News Pict.	News Pict.	News Pict.	News Pict.
I t e m s	S p a c e	I t e m s	S p a c e	I t e m s	S p a c e	I t e m s	S p a c e	I t e m s	S p a c e
January	2 27 1 25	1 16							
February	1 5 35	2 6							
March	5 35	3 12	1 13 1 27	3 33	1 24				
April	3 50 2 42	1 28							
May									
June									
July									
August									
September	4 47	5 56	3 94 1 32	1 25	2 17				
October	2 26	4 73	1 4 2 32	2 15	2 30				
November	3 34	4 44 1 12	2 15	1 32 1 22	1 21 1 18				
December									
Totals	20 224 3 67 19 235 1 12 5 111 4 91 6 73 3 77 6 87								

80

Combined totals	Items 23	Space 291	20 247	9 202	9 150	6 87	20 321	87 1298
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TABLE V

A RECAPITULATION OF NUMBER OF INSERTIONS AND  
SPACE COVERAGE ON MISCELLANEOUS TOPICS\*

PARENT-TEACHER ASSOCIATION MEETINGS AND OTHER NEWS			
Month	No. of items		Total
	Elementary	Secondary	
January	16	4	20
February	6	6	12
March	11	4	15
April	1	1	2
May	7	2	9
June	0	0	0
July	0	0	0
August	3	0	3
September	5	5	10
October	16	6	22
November	12	1	13
December	0	0	0
Totals	77	29**	106

## PAGE ONE STORIES AND PICTURES

Month	News		Pictures	
	No.	Space***	No.	Space
January	17	296		
February	16	110	2	28
March	14	128		
April	14	261	3	106
May	19	258	4	78
June	12	206	10	232
July	14	225	1	28
August	36	738	7	161
September	17	374	8	181
October	32	441	3	79
November	29	304	3	65
December	12	173	1	32
Totals	232	3514	42	990

Combined totals 274 first-page stories, 4404 Column inches



TABLE V (continued)

SCIENCE FAIR AND RELATED NEWS				
Schools	News		Pictures	
	No.	Space	No.	Space
Elem. Schools	8	132	4	165
High Schools	<u>14</u>	<u>224</u>	<u>11</u>	<u>233</u>
Totals	22	356	15	398

OTHER NEWS STORIES				
Topic	News		Pictures	
	No.	Space	No.	Space
Eye Testing Program	10	217	8	239
Summer Recreation-June	7	89	18	210
Family Life Institute January	6	167	6	122
American Education Week November	<u>6</u>	<u>148</u>	<u>2</u>	<u>49</u>
Totals	29	621	34	620

II. \*All these figures are included in totals of Table

\*\*Mostly junior high P. T. A. stories.

\*\*\*Space is given in column inches.

## V. NEWS RELATED TO INDIVIDUAL SCHOOLS BY MONTHS

The news and pictures related to the schools covered a wide variety of subjects and interests, with the major emphasis in the secondary schools, junior and senior high, being in sports, music, social, and organizational events, with the science fairs highlighting all school news during the month of March. In the elementary schools, P. T. A. news, classroom activities, the eye testing programs, and numerous human interest features, all correlated with an abundance of exceptional pictures, brought the spotlight of favorable attention on the programs and accomplishments of the schools. Many schools, unfortunately, had very little publicity, some almost none, while other schools, as shown in the tabulation in Table II, demonstrated effective public relations programs in which the newspaper played an important part.

In January, secondary school news was marked by numerous sports items, some P. T. A., band, and diverse news, while the elementary largely featured P. T. A. meetings and activities. During the month considerable publicity was given to the Family Life Institute, an annual program conducted by Dr. Edwin Hartz, a member of the faculty and chaplain of Florida State University. Virtually every P. T. A. in the county, the schools, churches, civic and other

organizations participated in this community-church-school project which reached thousands of young and old folk alike in trying to foster understanding and application of sound, wholesome thinking and conduct in the treatment of personal and family problems.

February saw much attention in the news given again to sports, to some scholastic references, and mention of music activities among the high schools; feature articles on the exceptional child program; and P. T. A., student council, school activity news, and miscellaneous items among the elementary schools.

March publicity was conspicuous, with ample space devoted to the science programs and the science fairs at each of the schools. News and pictures about unusual projects appeared almost daily. Again, other student activities, a measure of sports news, club activities, and P. T. A. meetings took a fair share of newspaper space.

April news reflected baseball, track, and other athletic activities in the secondary schools, along with mention of band, class plays, and other activities among the high schools, and P. T. A., organizational activities, and class projects in the elementary schools. In May, there were more accountings of sports, social events, club news, and, as usual, less attention given to academic matters in the junior and senior high schools. Only Melbourne High seemed



to feature curricular topics, with several pictures and news stories about its science, mathematics, and language programs and activities, in which the school obviously was prominent. There were some stories concerning dedications of new elementary schools, P. T. A. news, and several stories and pictures about student projects.

Graduation stories, social events, the Distributive Training programs, and news about students, awards, reviews of the school year, especially sports, and other items marked the June publicity. Pictures filled many pages of the newspapers in the first few days of the month. There were references again to district, state, and national science competition winners from Brevard. Closing programs for the year, special events, and the summer recreational program made up the bulk of the remaining news during June.

July saw more mention of Melbourne High School science honor students, also Girls State activities, while most of the school news covered summer recreation announcements and featured activities at the local school centers, with a plenitude of photographs.

The end of vacation time was made evident just after the middle of August, when school news again came into its own with story after story and pictures about pre-planning activities at each school, the new faculty members, innovations in the buildings, school announcements, and P. T. A.

affairs. Gridiron news held a prominent place, with football prospects, names of players and coaches and schedules holding first-page prominence.

With school life in full swing, the September story mainly carried on the theme of sports in the high school with news and pictures, more about the new teachers, planned programs, and some P. T. A. references in the secondary school publicity. The elementary news dealt largely with enrollment, the new teachers, double sessions in some of the schools, the safety patrol, eye testing programs, new school openings, and P. T. A. Special announcements and local school bus schedules and routings were published, along with the general transportation announcements from the administrative offices.

Sports, with homecoming events featured, were again the main interest in October high school publicity, with some mention of student newspapers and other activities. Of special interest was a feature story developed as a result of a school paper survey at Cocoa Junior High which revealed that its 1,108 students were born in 45 of the United States and in six foreign countries and Hawaii, with only 25 per cent having been born in Florida. Teachers were natives of 22 different states, some as distant as South Dakota, Texas, and Maine. Student projects, P. T. A. programs, personality stories, safety activities, and Halloween



events were the main subjects of pictures and stories in the October newspapers.

Football news and pictures led in space coverage for the school publicity in November, but some academic attention was noted in the stories about Latin and Math clubs and science activities in some of the high schools. American Education Week was featured in the news about many schools, with announcements of programs, displays, and reviews of part of the year's curricular activities. Elementary schools had information about their eye testing programs, Junior Red Cross, honor students, P. T. A., and pupil activities. As usual there were incidental stories that could best be classified as miscellaneous. In the last month of the year there was the least emphasis on sports of any month, some references to the new schools, some Thanksgiving events of late November, with pictures, more P. T. A. and eye testing activities and in particular a number of Christmas holiday programs and pictures. Some high school social events were mentioned, some items about Diversified Training programs, reviews of the football season, and some little mention of the basketball season ahead.

Thus, it can be seen that the school news covered a wide variety of subjects, giving far from the complete picture and the barest chance for an evaluation of what the schools were doing, yet presenting at least an interesting



and informative story in words and, in some cases, a compelling picture through illustrations of activities about the respective schools in the county. Whereas in the general county-wide photographs mostly individuals or seated groups were pictured, the pictures taken at the schools consisted mostly of children engaged in various activities, each different and especially interesting from the standpoint of subject matter and because they were of young people. In these pictures viewers could sense action, not mere posing.

#### VI. A SKETCHY REVIEW OF IMPORTANT EDUCATION MATTERS

##### IN BREVARD COUNTY DURING THE YEAR 1959

Inasmuch as a detailed and comprehensive report on the considerable volume of news on school board and administrative matters, not to mention the specialized problems of transportation, construction, personnel, and curriculum, would be too space- and time-consuming, a brief resume and discussion may best be given on some of the major issues and subjects that brought news attention, and, incidentally, the insertion of many interesting and informative pictures.

The school board and administrative matters were essentially related to other topics and factors that will be briefly and independently treated herein as far as possible to emphasize their special nature and importance.

School board and administrative affairs. There were many first page, lead stories in which procedures and problems were discussed. Early in January a federal threat to curtail impact funds to the county system under Public Law 874 brought a quick reaction from the school superintendent, school board, and citizens generally after they learned about it in the press. More than 6,300 students were impact connected with missile base research or operations or with the air force. It was pointed out in the newspapers that from an enrollment of 3,175 in 1950 the school population had grown to more than 15,000 in January, 1958. Protests by citizens to congressmen, meetings, and concerted action by school officials and local government groups resulted in a turnabout in the proposal to cut funds in a federal economy drive. In fact, the news soon afterward indicated that further sizable allocations were being made toward county school expenses, among them a grant of \$824,450 for construction.

The superintendent and the school board were faced with other crises in the matter of overcrowding and double sessions, a widely publicized personnel incident, and other financial contingencies, some of which will be considered in line with other topics further in this paper.

Early in the year, cognizant of the pressing shortage of classrooms and continually pyramiding requirements, the board and superintendent appealed to the state department of



education to make an immediate study of school conditions and not wait for the expiration of a five year period in 1961 for the next scheduled survey as set up in the Florida Minimum Foundation Law of 1947. In the last report in 1956 by a group of experts, recommendations were set up, but these were already being met in 1958. In less than two years the projected figures had been virtually reached by the school population and the system was bulging at the seams. This consideration for action was the genesis of the bond referendum which turned out to be one of the big events of the year. However, very little was said or done about the actual bond issue until four to five months later.

A government fact-finding survey analyzing Brevard's most pressing problems listed schools and roads in the county as having number one priority, with housing, sanitation, and public health considered of secondary importance. The state education department early in the Spring set in motion another "long range" survey, again to estimate projected needs until 1961.

Other administrative procedures and school board actions reflected in the news had to do with approval and purchase of school sites, construction projects, policy matters, communications and meetings with local governmental agencies and community parent groups with reference to bus transportation, sidewalks to schools and safety. A statewide



meeting of county superintendents and supervisors in Melbourne to deal with the problem of improving mathematics and science teaching was prominent in the press for a week. A representation of churchmen asked for use of school buildings for Sunday services pending the building of church edifices, but were turned down by the superintendent on the basis that the law did not permit such use of school property and that such privileges might lend itself to contention or improper demands later on. The matter ended there.

Some school board candidates were articulate during the late summer and fall campaign, bringing to the public's attention in the news factual and editorial-wise statements that bespoke the progress of the Brevard school system, and the board's emphasis on economy with the "best in facilities and instruction. The speeches made by the superintendent and his key administrators before numerous civic and other organizations particularly related to the bond issues were well publicized in the press, with full data quoted.

The four and one half million dollar bond issue. The news columns were generous in their accounting of the facts related to the proposed bond referendum, and there was no let up in the publicity until the project met with overwhelming approval. The object of the press campaign, was to inform, obtain support, and a favorable vote at the polls.

The fifteen man survey team, made up of leading educators in the state, university professors considered experts

in the field, architects, and others had spent a concentrated week early in the year, visiting and examining conditions and facilities in each school, then checking and evaluating various aspects of the county's school problems.

The committee's comprehensive report, submitted to state authorities, thence to the U. S. Department of Education, Health and Welfare, detailed its findings and included the following facts: (1) between the 1947-48 school year and the beginning of 1958 school enrollment had increased 450 per cent, (2) close to 400 classrooms were currently needed to allay overcrowding, (3) of 413 classrooms examined twenty four were classed as sub-standard.

A dramatic prophecy was made that by 1961 there would be a 100 per cent increase in the school population in Brevard County from the current enrollment. An urgent program of school construction climaxed the report, with the suggestion that feasible additions to existing buildings be accomplished in heavily populated areas. A cost of \$10,617,626 was estimated for the proposed construction and equipment program, toward which the federal and state governments were expected to contribute about three million dollars each.

Approval of the report was given by the state department of education, as a result of the committee's report, and recommendations and a petition by the Brevard county school board that was endorsed by the county commission was forwarded



to the state for permission to present a bond issue for \$4,500,000 to the property-owning taxpayers, known as freeholders. Early in June the machinery was put in motion to accomplish a successful referendum. Enterprising civic organizations, parent groups, neighborhood associations, businessmen, teachers and their associated, all put forth their full efforts behind the movement. A force of 400 volunteers in one week's time canvassed every section of the county to obtain signatures of 6,000 registered voters on a petition to place the bond issue on the ballot in the September election. More than 9,600 signatures were collected.

Several bond proposals had met with failure in the past because of the lack of effective campaigns and subsequent public approval. Generally they related to construction programs for special areas rather than county-wide.

The campaign was stepped up before the election on September 9, the facts being hammered into the consciousness of eligible voters. Again and again were cited the contrasting enrollment figures of 3,500 in 1950 to 15,200 the last day of school in 1958. The superintendent declared that 95 per cent of the complaints received by the school board and himself were based on overcrowding and double sessions. It was emphasized that a favorable vote for the bond issue would prove a strong point in the legislature's consideration of



the proposed junior high school sought by the county. School had just begun a few days before the election and children came home armed with facts and logical arguments calling for active support of the bond proposition.

Overwhelming approval by the voters resulted, and the success was largely attributed to the efforts of the citizens with the help of the newspapers. The last reference to the bond issue in the news during 1958 related to an unfavorable bond market in the matter of interest and the paucity of bidding by financial houses on school bond offerings of Brevard and other counties. Distribution of 200 brochures among selected banks and investment firms by Brevard school authorities proved of some advantage, and late in December a partial but sizeable sale of a block of bonds was announced. The bond situation was considered to have held up projected construction but slightly.

The transportation problem. For about two months in the late summer and fall of 1958 the apparently critical condition that existed because of overcrowding in the schools pending completion of schools under construction, also the lack of busses despite orders already placed and awaiting delivery, and the state law denying free transportation to students living within two miles of their schools, altogether caused an eruption of complaints to school board officials and administrators, as well as to city councils and others.

Aroused citizens in new housing developments especially made individual and group protests, some demanding assignment of their children to nearer schools, or the provision of sidewalks where children had to walk on busy highways. Transportation students living within the two mile zones were asked on the grounds of safety and convenience. Other complaints were made about double sessions, bus routes, and schedules. Most of the problems existed in the southern portion of the county where most of the newest developments centered, and where the only available classrooms were at the Melbourne airport, a long ride of several miles from the Indialantic, Sea Park and South Patrick sections.

For a time it seemed the problem was impossible of satisfactory solution, many disgruntled parents continuing to press the issue in organized protests. Several public hearings reported in the press, were held by the school board, where complaints and constructive suggestions were voiced, and where the superintendent and his associates presented their position basically as follows:

1. Everything possible was being done to provide safe and adequate transportation for all school children entitled to it.
2. State law prescribed the two mile regulation and paid for such bus service for pupils residing two or more miles from school, while others had to walk, ride bicycles



or get private rides. The county depended on the state transportation allotments; no funds were obtainable for service inside the two mile range, and other school funds had to be used for instructional purposes only.

3. There was a shortage of busses, although a substantial number had been ordered with delivery expected shortly, and it was necessary to route and schedule those in service most expeditiously.

4. Scheduling and routing were not arbitrary, but rather flexible, and adjustments would be made as found necessary and feasible.

5. There was an advantage in taking older elementary children on a direct, mostly non-stop route, to the Melbourne airport school where smaller classes prevailed, hence rather than attend nearer schools where serious overcrowding, less efficient teaching conditions, would be the rule.

6. A concession would be made for the first month of school or until about October first whereby students who had to walk on poorly paved or heavily travelled roads would be given bus transportation pending the building of sidewalks or safe walkways by their local communities, Eau Gallie being the one most involved in this matter.

7. Parents were asked to exercise patience and cooperation until new schools were completed and new busses secured.



The matter being aired in the newspapers, with facts presented by both sides being published and with full discussions of the public meetings, evidently resulted in giving a broader as against a narrow and selfish viewpoint to conflicting groups of parents. Cocoa Beach patrons began pooling their automobiles and carried children to and from schools for a period of weeks until more busses were put in service. The spirit of cooperation spread to many other areas and the transportation and overcrowding emergency became a matter of history as far as the newspapers were concerned.

A few other matters related to school transportation made news. In October, a minor collision involving a motorist and a school bus, and in which both drivers were cited as negligent, brought minor injuries to three students. Later in the year an announcement revealed the filing of a \$20,000 damage suit against the school board by the motorist. In another instance, in the stated interest of safety, students brought to one side of a small bridge at one of the secondary roads were required to cross on foot and shuttle to school on another bus. The bridge, it was believed, might not safely sustain the weight of a loaded vehicle.

More than 100 bus drivers participated in a safety course undertaken by driver education teachers with the cooperation of state education officials and state troopers. A diagnostic eye check was made of all drivers in the school

in the school system, local optometrists offering their services. This was in conjunction with the comprehensive eye testing program sponsored for students by the Lions clubs, P. T. A. groups and the county optometric association.

Construction. Featured in the construction publicity were the approval, building, completion, and, in some cases, dedications of the following school structures: the \$900,000 Eau Gallie junior high, a striking example of modern architecture; the addition of a new wing to Titusville high school comprising classrooms, science laboratories, a large cafeteria and other facilities; Cocoa Beach elementary school; the Indialantic elementary, dedicated in the spring but not ready until the fall of 1958; the addition to Melbourne high school containing five classrooms, a cafeteria and other facilities, readied for an anticipated record enrollment in the fall; the Pineda elementary school, well under way during the summer in a substantially developed section of Cocoa.

Three new junior highs were projected during the year; sites were purchased, and state architects made numerous trips to the county. Many photographs appeared in the papers showing new sites, building progress, and conference of key officials. The federal government provided more money because of impact conditions, but not all that seemed to be required.



Personnel. A minor sensation in the news in April was the dismissal of the principal of Melbourne elementary school, largest in the county, after charges of misconduct, insubordination and neglect of duty were made to the school board by the superintendent of public instruction. The case was carried extensively in the news at various times over a period of several months, with full text of the superintendent's letter, the detailed reply by the accused, a letter from the school faculty expressing support for the principal and asking reconsideration of the charges, and an accounting of the school board hearings. Although some charges were dropped, those remaining were considered sufficient for removal. A replacement was named, and several other personnel changes made subsequently. The principal appealed, and the matter was further aired in court with no change resulting in the decision of the board. The case was still on reappeal status at the end of the year, but interest in the issue as news had subsided.

Numerous announcements during the year told of personnel additions and transfers, the latter mostly in administration. Some two hundred additional teachers were hired during the year. There were many human interest stories with pictures about members of the school system, both the teachers and the administrators.



Junior college project. A conference in Cocoa in January brought first news mention of the possibilities of a junior college for the county. Local and state educators discussed the matter, but three months went by before the issue became prominent with the start of an active campaign for establishing an advanced institution of learning. Junior Chambers of Commerce, city and regional chambers of commerce, civic, business and civic organizations, school and government officials joined in a concerted drive, with pledges of support, printed announcements and speeches and statements to the press. Conferences were held again with state officials and reported in the news. Bids for the college were made with offers of building and campus sites and other material support. Sponsors agreed that central Brevard would be the best and most accessible area in which to locate the college.

Preliminary steps were taken, with a coordinating committee drawing up a brief, indicating community need and support for a college, suitable location, plans already set up, and the feasibility of operation by the county board of public instruction. Although hope was expressed for a limited operation of the projected college by September, 1959, with a small but adequate legislative appropriation and the use of the old Cocoa junior high, most authorities predicted the junior college program would not commence before 1960.

Priority for the project was confirmed and interest was kept alive in the newspaper all year, with civic organizations continuing to "beat the drums," so to speak, and school officials inspecting establishments elsewhere in the state, conferring with state consultants at Tallahassee and in Titusville for advice and assistance. In December state department recommendations to the legislature made it official that the efforts of the interested citizens and the Brevard school board and its administrators would eventually bring a junior college to Brevard, the only immediate drawback being money.

Curriculum. Curriculum news chiefly centered about conferences and workshops related to the teaching of science and mathematics, reading, English, and foreign language programs, the development of a comprehensive curriculum guide for elementary teachers by a special committee of specialists and classroom teachers, and a series of meetings about counseling and guidance, as a result of which an extensive program of testing was established and undertaken. The inauguration of homogeneous class grouping in grades seven through high school was featured news. This innovation was described as resulting from an exhaustive survey and numerous conferences designed to develop a program suited to the gifted students and tending to accelerate the progress of those who could measure up to a more rounded and advanced curriculum.



State education department consultants and professors from Florida's two state universities participated at times in the curriculum development activities of the county educators.

In Melbourne high school instruction in the Russian language was provided, while considerable mention was made of the unique and nationally known science class in which the exceptional students worked on individual projects equivalent to college level or beyond. Melbourne students were found to rate high above the national average in a nationwide scholastic test, and the 167 graduating seniors won honors and favorable attention in various areas, particularly science and mathematics. The Pan American Management Club at the missile base offered college scholarships to outstanding science students, while many students in the county were awarded such assistance from various other sources.

Letters to the editor. Five letters to the editor related to education were printed in the Brevard section during the year. One sent by a colored correspondent asked reactivation of a small frame building as a school for about one hundred negro pupils who had to be transported by bus to Cocoa, which was said to be inconvenient. This investigator learned from administrative sources, when he asked about this, that the old building had been found unfit and unsafe; that teaching eight or more grades there would not be feasible and would not afford adequate training, since



some classes would include but a few pupils and continuity in grades would not be possible. The school in Cocoa, it was explained to the writer, was modern; bus transportation was considered safe and adequate, and educational facilities were up-to-date and on par with other schools.

Two letters from student activity groups thanked the Orlando Sentinel for publicity, one relating to a successful class play. Another lengthy letter from a Cocoa parent, member of a band sponsoring organization, explained how the large Cocoa high school band, supported by parents and others, obtained funds for expenses to Pasadena, California, where they participated in the Rose Bowl festivities. The fifth letter from the school superintendent to Orlando-Sentinel-Star officials expressed appreciation for effective help in supporting and publicizing the school bond campaign and especially for the timely and persuasive donation of a full page advertisement championing the cause for the schools.

## CHAPTER V

### SUMMARY AND CONCLUSIONS

#### I. SUMMARY

Introduction. Public school education in Brevard County, Florida, has been singularly affected by the dynamic transition brought about by the establishment in the county of the federal government's vast and vital missile development complex in the Cape Canaveral and Patrick Air Force area. From the early 1950's the impact of the installation of research, production and launching facilities, drawing thousands of new residents, has caused tremendous economic, social and even geographic changes.

Known mainly before 1950 as an area of small farming, citrus growing, fishing, cattle raising, and minor tourism, with the concentration of population in three semi-urban sections, one at either end of the 80 mile long county, Titusville and Melbourne, Eau Gallie, respectively, and Cocoa-Rockledge in the center, the new character of Brevard is now considered important for its large industrial and research interests, an important harbor, and the nation's noted missile launching sites. The ever-growing population has brought new problems and has aggravated the old ones relating to housing, health, transportation, providing adequate services, welfare, safety, cultural and recreational

facilities, overcrowding, and others, but, particularly with regards to public education.

The official figures of the 1950 census give Brevard County's population as 23,000 while early in 1959 the consensus of estimates published in the press rated it as well over 100,000. Student enrollment in the schools has likewise mounted by 1959 to more than 600 per cent of what it was less than seven years before. The federal government whose activities in the area began the chain reaction that has affected every phase of the county's life is destined to play a continuing and important part in the decisions and in the support of the many broad needs of Brevard, particularly in the matter of roads and schools. The growth and changes have had a strong effect on education in the county, for the developing activities at the missile base and in related areas involve tens of thousands of working personnel from all parts of the nation who have a substantial number of children of school age. The attendant pressures brought about by the influx of new residents include the imperative need to provide adequate and satisfactory schooling. The story of the problems relating to the school situation, administrative procedures and accomplishments of the system has been reflected in the newspapers circulated in the county.

The purpose of the study. The purposes of the study were: (1) to determine the nature of the news and pictures



during 1958 in a widely circulated newspaper about the individual schools and the educational processes, and (2) collaterally, to ascertain the extent of such news coverage as distributed by main subject categories and among the schools.

The survey was also designed to develop the story of education in Brevard County during 1958, detailing in resume form the main trends and happenings as delineated in the newspaper and so supplementing the statistics developed in the study. A premise that the public service minded newspaper is a most effective medium of informing the public and the vehicle whereby most persons can be reached, it was believed by the writer, might be analyzed and evaluated from the facts presented. The influence of the newspaper, through its dissemination of information, on the over-all community relationship and in obtaining public understanding of and support for school needs as well as in its knowing about and appreciating accomplishments of the schools and their students is a matter deemed worthy of the attention of professional educators. Several phases of the study could possibly be related to normal situations affecting public schools and the community anywhere.

Survey of the related literature. Besides several books and articles pertaining to public relations and the schools, the research studies which were reviewed had a bearing on this survey, some with qualified similarities in

purpose, methods or results, or a combination of these, while others were at variance on certain points.

Several references reflected the view that in general the public was largely uninformed about the schools; hence, there has been a prevalence of misinformation, criticism, and a lack of popular interest and support. Along with this charge was one mentioned in at least three studies that school officials, especially school superintendents and their staffs, were lacking in effective public relations programs, either through disinterest, opposition, or in their inadequate application. Recommendations for improvement were developed and presented as a result of the surveys and the considered opinions of authorities. In most instances the place of the newspaper in dealing with school and community problems seemed to be overlooked or glossed over in the suggestions, although there seemed to be unanimity among most commentators in books and articles on public relations techniques and media that the press is a vital force in matters of public interest and especially with regard to the schools.

Reports of surveys of news about the schools in Alberta, Canada, Shorewood, Wisconsin, rural South Dakota, and throughout the state of Michigan suggested a range of publicity coverage from fair to substantial on a quantitative consideration. There was a concurrence of opinion that matters of most importance to the school community and to the public



were usually relegated in the press to a position secondary to news about sports and extracurricular activities. The use of photographs was not emphasized, and, in most of the reports examined by this writer, was omitted. There was agreement on two facts particularly, one that large metropolitan newspapers afforded much less news and picture space to the schools proportionately than the small town or rural press, and the other, that rural citizens were found to be less inclined to support school programs and their financial requirements than those in the cities.

Two studies related to bond referendums mentioned both types of publicity that are usually combined to win support for bond issues. One referred to the continuous, good-will building form of the news and intensive use of public relations media. A significant and anomalous finding was that a considerable amount of news coverage did not tend especially to win approval at the polls, but rather that public rejection of bond projects was marked where school administrators tended to press the issue with heavy doses of publicity over an extended period, or with poorly contrived short term campaigns. It was suggested that in these cases school officials had manifest a concern over substantial opposition to the bond referendums or anticipated closely contested elections. An organized, consistent and adequate application of good public relations techniques with the newspapers at the core of the program was recommended.



That editorials about education were rarely, or at least not consistently, an important factor in school-community relations was asseverated by researchers in New Jersey and Texas. It was suggested that a leading Texas newspaper did a disservice to the progrss of education by presenting biased and narrow viewpoints in its editorials. The other report likewise held that personal opinions or superficial understanding about educational matters on the part of editors, or an interest in school matters far afield rather than of local concern, depreciated the value of editorialization. It was stated also that editors generally endorsed a program with strong popular appeal, but that frequently in cases where editorial support could possibly turn the tide favorably for school proposals, the suggestion of controversy tended to influence the editors to "stay on the fence" rather than become involved in criticism or in urging action.

In reference to photographs in the news, several concurring statements were to the effect that pictures emphasize and dramatize the news, especially those showing children in varied activities. Greater use of pictures was urged for interest and effectiveness in publicity. One report of a comprehensive survey of illustrations in the press related to schools revealed the preponderance of those related to athletics and extracurricular activities rather than to the

events in the schools connected with learning.

In composite, the purport of the studies was to the effect that education can be better helped, appreciated and understood through expanded and appropriate programs of public relations, utilizing any and all techniques and media that fit the need of informing the public and developing sound and substantial participation and support.

Procedure. The research involved the examination, analysis and tabulation of all the news and pictures related to education and the schools in Brevard County that was published similarly in the Brevard County edition of the morning and afternoon Orlando newspapers, respectively, the Orlando Sentinel and the Orlando Star, during the year 1958. The Brevard or "pink" section in the newspapers had the largest distribution of any in the county, and during 1958 the average daily circulation, except Mondays and Saturdays when it was not published, was given by the newspaper as 14,500, with the estimate for readers being given at from forty to fifty thousand persons, among them many attendind the public schools.

A thorough examination was made of each issue during 1958 of the "pink" Brevard County edition and also the Saturday and Monday issues of the Orlando Sentinel. Every news story and picture relating in any way to education, whether general in nature or specific to some school, was listed by



date, page, and amount of space in the accepted measure of column inches. A brief notation was made about the nature of the article or picture, along with special facts or figures for later reference or amplification.

A list of tentative main categories or subjects had been set up, and the classification that applies to the individual news item or picture was coded and listed in the margin for later easy tabulation. News or photographs about the schools and not county-wide in scope were marked with the name of the school and with an additional note on the subject or event such as parent-teacher association meeting, science fair, Halloween carnival, and others. Sports stories and photos were so noted for special tabulation and an accounting later to contrast the amount of space devoted to athletic as against other news coverage.

When all the collected items had been listed descriptively in chronological order, a transfer of each was made to one of two large columned sheets that had been prepared, one with listings for major and lesser categories and the other for individual schools. In other words, every item that was printed in the newspaper during the year now was listed under its respective category or related school heading, and the date about it was noted in the column with date, page, amount of space, separately for news and for pictures. A total count was made from the tabulations as to number of items, total amount of news space, also picture coverage.



From the schools columns could be ascertained the figures on P. T. A., and other topics, also sports stories for which, incidentally, a place was set in the wider columns applying to secondary schools. The findings were arranged in tables to present the statistical picture.

As a corollary part of the report, a summary was made of the news related to the various categories and to the schools in general for a resume of the news during the year. This has been included in Chapter IV to give a word picture of the significant trends of the news and its scope.

Facts of the study. The total news and picture coverage related to education and the schools in Brevard County that was published during the year in the Orlando Sentinel-Star "pink" edition comprised 1,221 insertions, amounting to 19,337 column inches, or an average based on 261 issues during the year (Mondays and Saturdays omitted) of 74 column inches or approximately three and one half columns daily.

The 19,337 column inches, with each column inch comprising about 35 words, in all amounting to about two thirds of a million words, might be comparable quantitatively to the text in ten fairly large novels. The 9,503 column inches of picture space, included in the over-all coverage, would be somewhere equivalent to about 138 full pages of photographs in a publication the size of Life magazine.

Of the total, the individual schools accounted for 890 items, totalling 13,631 column inches, while news and pictures in seven major categories, such as school board and administration, the bond issue, transportation, curriculum, personnel, and others, amounted to 244 insertions and 4,408 column inches. Six other subject classifications had a total of 87 items and 1,298 column inches. Among the schools the secondary institutions had considerably more publicity than the elementary with 581 of the 890 accounts.

Coverage of all news compared with photographs reveals a total of 763 printed as against 458 graphic insertions and news space totalling 9,384 column inches compared to the close total of 9,503 column inches for pictures.

A little less than one third of the school items related to competitive athletics and took less than two fifths of all the space. There were 324 sports stories, totalling 5,124 column inches. More than one third of the 890 school items, or 338, were pictures.

A table showing comparative enrollment figures for different periods in 1958 and 1959 indicates an increase of 1,071 pupils between May, 1958 and May, 1959. Another table refers to number of items and space allotted to special types of school news, such as P. T. A., eye-testing program, science fairs, summer recreation, and others.

The latter part of Chapter IV, Results, gives a resume



of school news trends by months, also happenings related to main classifications other than schools, including school board and administration affairs, the bond issue, curriculum, the junior college, and others mentioned previously, also brief comment about letters to the editor.

## II. CONCLUSIONS

Conclusions may be drawn from the data presented in the study and from references in the related literature. The points that relate particularly to the premise originally postulated are as follows:

A. A prodigious amount of publicity was afforded the Brevard County school system in the Orlando Sentinel-Star Brevard County edition throughout the year of 1958. This covered all phases of the school administration problems and procedures as well as the wide range of activities in the schools, and included an abundance of interesting pictures. The publicity was an important factor in (1) providing important information and announcements to the school patrons, the students and the general public, (2) fostering understanding, interest and support with regard to the many problems facing the school administrators, teachers and the community in meeting the needs and goals designed to provide the best in educational services for the students, (3) stimulating reading of the newspaper and an interest in public and in school



affairs, especially on the part of young people through a natural inclination to identify themselves with important matters close to or surrounding them, (4) gaining for the school system, its students and personnel, and the community as well, recognition, credit, and in some cases, distinction for outstanding performance and accomplishment in the light of unique and often difficult situations, (5) recording the interesting annals of the school system and the schools with the newspaper as the chronicle instead of a mass of statistics and strictly factual reports that are filed and perhaps forgotten, and (6) providing a basis for study, discussion and application in evaluating and planning for future educational requirements.

B. The use of photographs in newspaper coverage as observed in this survey indicates that editors realize their value in compelling reader interest and in enhancing presentation of the news story. The newspaper's inclination to illustrate feature stories and news events reflects a strong reader interest in pictures and calls to mind the ancient Chinese aphorism that "a picture is worth ten thousand words." It is interesting to note in the data of this study that they are shown to reflect three fifths of the aggregate of news and photographs published about the schools in the Brevard edition during 1958.

C. Emphasis of sports in the news, but not over-emphasis, was indicated with the publishing of one third the total amount of all school insertions about competitive athletics, covering less than two fifths of all the space. The 324 sports stories and pictures, the latter comprising about 70 per cent of all sports space, in all amounting to 5,124 column inches reflect, perhaps, a surprising interest in school athletics among the newspaper readers, or, perhaps, implies that sports news was directed in good measure, at least, toward a large segment of the school population. Here again, the element of identification with one's school, partisan spirit, and interest in what is going on sports-wise may have a bearing on reader interest in the newspaper as such and indirectly on literacy.

Certainly, a great many students from seventh grade on, though the interest of younger children is not to be discounted, identify themselves strongly with the fortunes of their school teams. Likewise, considerable interest and support are given matters athletic by the adult population, as manifest in good attendance at games and the amount of space devoted by the press to sports for mature readers.

The writer does not hold, on the basis of facts and implications in this study, with the criticism reflected in related literature that other important news is neglected and overwhelmingly eclipsed by sports news. He believes



there are some good arguments in favor of sports publicity as mentioned above, and also that athletics are more pronounced in the news and exaggerated in importance at certain seasons, after which interest and news and notice subsides. The other matters if newsworthy usually receive adequate attention, but, understandably, football is one sport that has the widespread, dramatic and exciting character that tends to gain more space coverage than, let us say, a teachers' conference or a spelling bee.

D. Newspaper editorialization was dealt with in several studies examined by the writer, and he would tend to agree that with regard to educational matters the editorial is generally lacking in both interest and influence, depending as it does so much on the individual editor's understanding in the problem, this also being much under control of the individual newspaper's policies or interests. Usually, the editorials have been found to be favorable to the cause of education, but in many cases where contention may exist the press exhibits a non-committal or moderator's position. In the Brevard section of the Orlando papers there were no formal editorials, but there was evidence of editorialization, generally favorable, in the comments of the feature writers. In addition, a pattern of evaluation and opinion was manifest in the quoting of or reference to statements made by school



officials and other public personages on matters in which presentation of certain favorable facts was desired for reader's consideration.

E. That the four and one half million dollar bond issue overwhelmingly approved by the local electorate met with this success largely through support of the newspapers, especially the Orlando Sentinel-Star, is undeniable. Not only was information fed the public over a period of months, emphasizing the circumstances meriting imperative financial support, but publication was made of all speeches and bulletins advocating approval of the bond referendum, and every possible effort was made by the newspaper from the first to encourage signing of the petition to have the issue put on the ballot and afterwards to engender affirmative support in the election. Much of the same procedure outlined in the related surveys about the election, and other bond issue campaigns applied in the Brevard instance, but in the latter case the activity seemed to have been better organized and expedited than in most of the examples reviewed.

F. In matters of importance and deep concern alike to education officials, parents, students and to the community at large, notably those dealing in Brevard County with transportation problems, curriculum construction, the junior college, as well as the bond issue mentioned above, it is apparent that the public was well informed through

the press as to what was going on. But more than that, it was largely through knowledge of conditions prevailing elsewhere that certain groups of dissatisfied and obdurate parents were won over to an attitude of patience and cooperation. The news, giving the pro and con viewpoints, permitting consideration of all the facts, especially in the problems of transportation and the new construction designed to allay overcrowding and double sessions, and providing enlightenment about the curriculum programs and the junior college project, all tended to bring about a wholesome understanding and a great measure of active support on the part of all elements in the community during 1958. This rapport seems to have become subsequently infused in the relationship between school and community, and the press, in the writer's opinion, is deserving of much credit for this accomplishment.

G. The newspaper appears to be the focal point wherein all factors in public relations are best compounded or coalesced to bring to the attention of the greatest number of responsible persons most if not all the activities and the values related to education and the schools. While every type of observance, meeting, pupil performance, display, bulletin or other means of communication connected with educational affairs functions to inform and excite approval and admiration, these phases of public relations are generally limited in effectiveness, being confined within range of persons reached, unless they are given the wider scope of



of notice and consideration by the reading public through the medium of the news story and picture. What may ordinarily have only commonplace acceptance might well receive prominent attention and warm response through a feature story in the press, enhanced by illustrations. It is not only the flamboyant and sensational that is emphasized in the news; the everyday aspects of living have wide appeal among readers, and the mention of names of persons one knows connected with ordinary as well as unusual happenings is one of the most favorable measures of a good story.

In summary, this study has <sup>not</sup> presumed to label or present a compendium of the many factors that enter into a good public relations program affecting the schools; it has been concerned with the service that the newspaper can perform with regard to furthering the progress of education, thereby benefiting the community, and as well contributing to literacy and to the enrichment of individuals in understanding, knowledge and interest.

There can be and will be no apathy concerning education where the schools are alive to the goals, needs, and where they respond by doing whatever is considered best in the interest of the children and the community, in conformance with the democratic ideal of having aired issues openly and honestly, having had full and easily accessible communication, and having been afforded all the information possible.



It is axiomatic that among its worthy purposes education combats ignorance. Should we not categorially accept then the corollary that there should be no ignorance about what education is and what it does?

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## APPENDIX





## Youngsters Query Commander

Maj. Gen. Donald N. Yates, commander of the Air Force Missile Test Center, chats with six honor students from Cocoa Junior High School. The students interviewed Gen. Yates, one of the nation's top missilemen and weather experts, as a prelude to National Educational

Week, Nov. 9-16. The youngsters are [left to right] Patrick Marsh, Steve Pfeiffer, Linda Shively, Floyd Booth, Jack Crocket and Billy Vick.

**ALTHOUGH** A seasoned veteran of hundreds of interviews, Gen. Yates found himself "on the spot" when the youngsters asked such questions as, "Is there a place in space for women?" and "How do you get to be a top officer like yourself?"

As one of the nation's top missilemen and weather experts, Yates took special pleasure in answering a question concerning the benefit of space exploration to the farmer. The general said that the agricultural industry would benefit from improved forecasts and weather maps made possible by the space

**DURING** THE interview which served as a prelude to National Educational Week, Nov. 9-16, Gen. Yates appeared to be having as much fun as the youngsters from the question and answer exchanges. He was serious, however, when he stressed the theme of hard work and study in his replies to the teenagers' questions.

The students, who were selected to visit the general on the basis of their academic standings, were, Floyd Booth, Jack Crocket, Billy Vick, Steve Pfeiffer, Linda Shively, and Patricia Marsh. Their escorts were Mrs. Hilda Mayo and Edward Cardon, instructors at the Cocoa school.

## AFMTC Chief Interviewed By Students

**PATRICK** AIR BASE — Armed with enthusiasm and reinforced by two faculty members, six junior high school students from Cocoa, invaded the office of Maj. Gen. Donald N. Yates, Oct. 24, for an interview with the Air Force Missile Test Center commander.

**BREVARD EDITION**

Wednesday, Nov. 5, 1958



A LOOK  
at  
Brevard County Schools  
and their  
Fantastic Growth



This brochure is sponsored by  
THE BREVARD COUNTY COUNCIL OF PARENT TEACHER ASSOCIATIONS.

# BOND ISSUE INFORMATION FOR BREVARD COUNTY CITIZENS

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## Why Is A Bond Issue Needed?

Between the 1951-52 School Year and the 1957-58 School Year the school population of Brevard County increased from approximately 4,700 pupils to 15,000 pupils. This is an increase of 11,300 pupils or 219% in 6 years. At the present time we have enough schools to house approximately 14,000 pupils. It is estimated that by 1962 our school population will increase to approximately 28,000 pupils. This means that between now and 1962 we must build enough additional classrooms to care for approximately 14,000 pupils. At the beginning of this year most of the elementary schools in our county will be on double sessions in grades 1 through 3.

## What Will A Bond Issue Do For Our Children?

The passage of the bond issue will insure the construction of a sufficient number of classrooms to enable our children to attend school on a full day session. In April of 1958 a school plant survey team under the direction of the State Department of Education examined carefully the school situation in Brevard County and estimated that it would take \$10,500,000.00 to build and equip the necessary schools to care for the pupil increase in Brevard County from that date to 1962. It is estimated that we will receive during this period of time approximately \$3,000,000.00 from the Federal Government for school construction and an additional \$3,000,000.00 from the State of Florida for school construction. This \$6,000,000.00 together with a proposed \$4,500,000.00 bond issue would provide the necessary \$10,500,000.00 for school construction. Approximately \$2,000,000.00 of the bond issue will be needed to match State funds, which are given to the County for school construction only on a matching basis. The following is a summary of what the Board proposes to build under this \$10,500,000.00 building program:

### **NORTH BREVARD**

2 Elementary Schools

1 Junior High School

Additions to Riverview Elementary, Mims Elementary, Gibson and East Mims

### **CENTRAL BREVARD**

4 Elementary Schools

2 Junior High Schools

Additions to Cocoa High, Monroe High, Pineda Elementary, Cocoa Beach Elementary

### **SOUTH BREVARD**

6 Elementary Schools

2 Junior High Schools

Additions to Melbourne High, Indialantic, Stone

The exact location of each building will be determined at the time of its construction by the density of the pupil population the school is to serve. Each school after careful study will be so located that it will be as near as possible to the center of the pupil population it is to serve.

## How Much Will It Cost Me As A Taxpayer?

The repayment of the money to be borrowed under this bond issue has been so scheduled that it will not be necessary at any time during the life of the bonds to levy more than one mill in taxes. A one mill levy means that you would pay \$1.00 in taxes for each \$1,000.00 of your non-exempt property as assessed on the Brevard County tax rolls. The first \$5,000.00 of the assessed evaluation on your home would be exempt from the tax for this bond issue. For example, if your home is assessed for \$10,000.00, \$5,000.00 is exempt from taxes, and therefore, you would not pay more than \$.50 taxes on the new bond issue each year. If your home is assessed for less than \$5,000.00 you would pay no taxes at all on this bond issue.

## What Can I Do?

Be sure to go to the polls on September 9th and vote "YES" for bonds. Ask your neighbors if they are informed about the bond issue and urge them to vote.

## VOTING INFORMATION

### Who Is Eligible To Vote?

Any person, regardless of party affiliation, who is registered to vote in the county elections and owns real property in Brevard County is eligible to vote. If you did not register as a freeholder at the time of the last registration and now own real property you may sign an affidavit to this effect at the polls and be eligible to vote.

### Where To Vote?

The School bond election is being held in conjunction with the primary election on September 9th. You will vote on the bond issue at the regular polling places as announced by the County Commissioners for the primary election, and you may vote any time between 7 A. M. and 7 P. M.

### What Are The Requirements?

1. 50% plus 1 of the registered freeholders in Brevard County must vote in the election.
2. 50% plus 1 of those voting must vote in favor of the bond issue, if it is to pass.

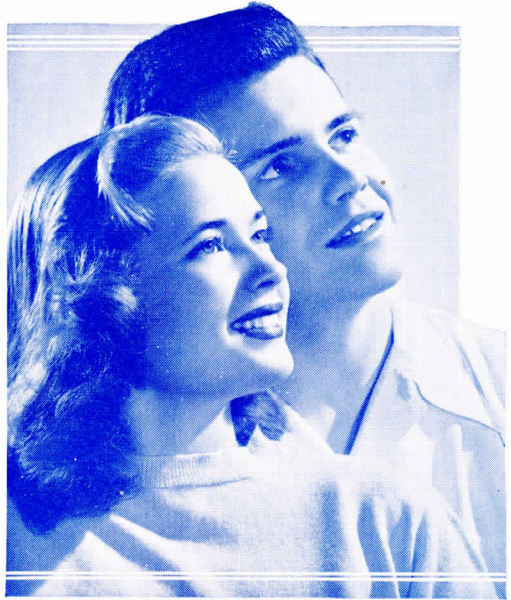
### What If The Bond Issue Should Fail?

If the bond issue should fail the School Board will have no alternative except to extend double sessions and there would be no hope for the ending of the overcrowded school situation in double sessions in Brevard County.



### 3 - What are their immediate needs?

At the end of the first month of the 1957 - 58 School Year there was a total of 13,956 pupils enrolled. Conservative estimates indicate that with the additional 3,300 pupils who will enroll by this time next year, we will have a total of 17,256 pupils in the Brevard County Schools. With the classrooms now built and those under construction providing a total capacity of 12,890 pupils, we will have 4,355 more pupils at the beginning of next year than we will have classrooms to serve. At the State average per pupil, over \$3,500,000.00 will be needed to construct classrooms to provide facilities for the 17,256 enrollment in September 1958. It is expected that additional funds in excess of \$1,000,000.00 will be received from the State and Federal Government during this period of time to help with our construction needs. This money should provide facilities for approximately one-third of the amount needed.



### 4 - What are the possible solutions?



"I was scared the first day until I found that the new teacher was more scared."

1. If additional local funds are not made available to help meet the construction needs, practically all of our schools will be on double sessions. We all recognize that double sessions are a poor substitute for a full day of school and deprive our children of the standard of education to which we are accustomed and to which they are entitled.

2. The School Board could call for a bond election in the amount of approximately \$7,500,000.00 to finance the construction of new schools. It is estimated that this amount of money would meet the needs for new construction until about 1960. The main objection the School Board has for calling for a bond issue is that the freeholders would be required to **PAY ON THIS INDEBTEDNESS FOR A PERIOD OF 20 YEARS.**

3. A millage levy can be voted by the freeholders at the November 5th Trustee & Millage election, which would be earmarked for construction of new schools and the purchase of school buses. This would be an attempt to meet our construction needs on a "pay as you go" plan. The maximum millage that can be voted for this purpose according to law is 3 mills. This means that for every \$1,000.00 in value of your non-exempt property you would pay \$3.00 in taxes. It should be understood that while this levy would not meet our full needs for schools immediately, it is hoped we would be able to catch up with construction needs without having to go into debt at a high rate of

millage for a 20-year period of time. **THIS PLAN IS BEING PRESENTED TO THE PUBLIC BY THE SCHOOL BOARD FOR THEIR DECISION AT THE NOVEMBER 5th MILLAGE ELECTION.**

It is our belief that the facts should be presented to the people and that they should then in turn make their decision as to whether they feel they can afford to provide additional taxes in the form of a 3 mill levy for the construction of schools.